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ABSTRACT

This document presents data pertaining to the impact of Bellevue Community College (BCC), Washington, on the surrounding community. The study examines both short- and long-term impacts of BCC on the larger community. Short-term impacts include the revenue and expenditures for which BCC is responsible, which for 2001-02 totaled $86,431,309. During that academic year, BCC received over $4 million in funded grants, 99% of which came from outside the BCC service area. The report breaks down expenditure estimates into three categories: college, employee, and student expenditures. Long-term impacts on the community include an educated populace and a return on investment (ROI) in the community college. The report calculates the ROI for BCC by multiplying the 292,231 earned credits the 15,794 students in the 2000-01 academic year received by $117 per credit return on investment, which, adjusting the figure for other factors, leads to an ROI of almost $21 million. BCC student earnings average an increase of $13,000 per year after professional/technical training. Also examines lifetime earnings potential, worker productivity, community services, health, voting participation, incarceration, and other areas affected by education and training. (Contains 38 tables and 14 figures.) (NB)

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Bellevue Community College

Community Impact Report

Fall 2002

JC 030 381

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Executive Summary

Community Impact Report Highlights[1]

Short-term Community Impacts

- 38,704 students were educated and trained at BCC
- 275 organizations held events at BCC with over 93,000 people in attendance, totaling over 8,000 hours and nearly 1,500 days of use
- BCC employed 2,518 people, 36 percent of whom live in the BCC service area.
- BCC provided $2,413,548 in tuition waivers to students, 80% of them to residents of the BCC service area.
- Former BCC students now at the University of Washington would have saved $4,426,000 by attending BCC for the first two years. If all current BCC students who intend to transfer to a four-year institution took their first two years at BCC prior to transferring, they would save $34,102,330 in reduced tuition over attending the University of Washington for the first two years.
- BCC total revenue, 2000-01 year: $86,431,309
- Percent of total revenue from the state general fund, 2000-01 year: 24.6%
- Grant revenue (99% from outside the BCC service area): $4,271,869
- BCC total expenditures, 2000-01 year: $83,135,684
- Employee expenditures, $11,273,599 from employees who live in the BCC service area, $29,749,607 from all employees
- Estimated student expenditures in the BCC community that would be lost if BCC were not here: $40,564,719 (excluding International students)
- ESL students received $823, 256 in free tuition, with a credit equivalency of 13,904 credits
- Students earned $2,931,605 worth of "free credits" in the 2000-01 year, due to the practice of charging no additional per credit amount for students taking 11 through 18 credits
- Students actually registered for $4,507,778 worth of "free credits" in the 2001-02 academic year
- International students' expenditures in the BCC community: $8,742,106
- Savings to students receiving simultaneous high school and college credit: $1,517,178
- Total financial aid provided by BCC from federal, state, and local sources: $7,237,181
- Students in the CEO program took over 3,000 credits and saved $240,882 in tuition
- Total direct economic contribution of BCC to the community (institutional expenditures + employee expenditures + student expenditures): $60,580,424

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[1] Data is based on the 2001-02 academic year, unless noted otherwise.

Long-term Community Impacts

- 649 dislocated workers retrained, 48% of these students were from the BCC service area
- 346 people enrolled in Workfirst (the state's welfare-to-work program)
- A woman with a Bachelor's degree earns 95 percent more than a woman with a high school diploma.
- People with college participate in the labor force at vastly higher rates than those without a high school diploma (43% for those with less than a high school diploma, compared to 80% for those with a B.A.).
- The estimated Return on Investment (ROI) for a community college education is $117 per earned credit, totaling $20,845,353 in ROI for our students in the 2000-01 academic year.
- The value of the social benefits to society afforded by the education and training of the students at BCC is $26 per earned credit, for a total of $7,596,914 in the 2000-01 year.
- The unemployment rate of those with college education and training is greatly reduced (8.5% for those with < high school diploma, 2.9% for those with a B.A.).
- The College gave nearly $3 million in free earned credits to students who enrolled for 11 to 18 credits (the CTC system charges the same amount for 10-18 credits).
- 58% of the professional/technical program students remain in King County after training
- Professional/technical students earn an average of $13,284 more per year after training than before going to BCC and over one-fourth of the income differentials (before training and after training) are in excess of $25,000.
- Family net worth is greatly increased by educational attainment, with families whose householder has a college degree having net worth of $449,100 more than families whose householder has just a high school diploma
- Students who say they intend to transfer, but actually go out into the workforce instead, exhibit wage gains of between 39 and 50 percent, compared to wages prior to their enrollment.
- More education translates into healthier people, too, as 80% of people with a Bachelor's degree or higher report being in excellent health, while just 58% of those with a high school diploma feel this way. Reduced levels of smoking and alcohol abuse are part of the reasons for this.
- Overall, 60% of students who complete high school go directly to college; however, for those students whose parents have a college degree, the rate is 83%.
- Life-time earnings of a person with an Associate's degree are $267,951 more than a person with a high school diploma.
- Life-time earnings of a person with a Baccalaureate degree are $519,662 more than a person with an Associate's degree (BCC transfer students).
- 70% of those people with some college or the Associate's degree are registered to vote and 60% actually do vote, compared to just 60% registered and 49% actual voting for those persons with only a high school diploma
- National estimates indicate that a 10% increase in a person's educational level results in an 11% increase in productivity in the non-manufacturing sectors and an 8.6% increase in productivity across all sectors. Workers with an Associate's degree are absent 5.6 fewer days per year than those with a high school diploma
- Community and technical colleges perform an important "sorting" function for business and industry and four-year institutions of higher education by educating and training people and providing them with credentials that testify to their abilities, removing much of the risk associated with hiring and admittance decisions.

Service to the BCC Community

- Complete range of educational services, including: college credit; continuing education; programs for high school students; programs for high school dropouts, professional/technical training, programs for senior citizens, remedial education for those students not ready for college-level work [including English as a Second Language, High School Completion, General Equivalency Diploma (GED) completion, Adult Basic Education (ABE)]; contract training for business, industry, and municipalities; distance education; and welfare to work training.
- The BCC Early Learning Family and Childcare Center, a state of the art facility for childcare and early childhood education, including a Head Start program for the children of our lowest-income students
- Average of over 800 students per quarter enrolled in the BCC English as a Second Language program
- 4,000 distance education enrollments in 1998-99 and 9,545 in 2001-02 (over half from the BCC service area)
- 992 enrollments in Weekend College, providing students with yet another attendance option
- BCC provided educational services at 89 sites in the 2001-02 year.
- BCC Radio Station – KBCS
- BCC Television Station – reaching 340,000 homes on the eastside
- Puget Sound Regional Archives located on campus
- A myriad of educational services (such as Radiation Therapy program seminars, Career Center services and classes, and parent workshops), offered at no cost to the community
- 250 people from business and industry serve on BCC professional/technical program advisory committees, helping to ensure that BCC programs are current and relevant to local employment needs
- The BCC Business and Professional Training Institute provided training and educational services to businesses and municipalities – 4,300 employees and 135 companies and municipalities
- Faculty and staff participation in community organizations and program cooperative efforts with business and industry
- Volunteer service of College employees on many fronts, including: Holiday Giving Tree, Expanding Your Horizons, Nursing students working in the community, collaborative efforts with our area high schools and elementary schools
- Bringing international students into our community expands our community's exposure to other cultures and results in the development of business, professional, and personal relationships.
- Students work both as paid and unpaid interns.
- The Small Business Development Center provided business services, helping local businesses obtain loans and investments totaling $1.5 million, creating 53 jobs and saving 67 more. The SBDC counseled 1,000 business people on how to start a business.
- Science division faculty are out in the public schools, supplementing the regular K-12 instruction and heightening school children's interest in science.

Introduction

> *"What sculpture is to a block of marble, education is to the soul."*
> *-Joseph Addison*

If asked, few people would question that the presence of an institution of higher education enhances the community in which it is located. Most people feel that, naturally, ***anyone*** would wish to have a college located in their area. But beyond this immediate, feel-good statement is the more meaningful question of "Why?" **Why** is it good and what does a college, particularly a community college, do for a community? What impact does it really have?

Bellevue Community College began in 1966, under the jurisdiction of the Bellevue School District. From our initial 523 students, we have grown to serve over 38,000 students per year at 89 sites. BCC prides itself on its responsiveness to community needs, adding programs in locations most convenient to our students. We take great pride in the quality of the education and training we provide and in the first-rate faculty and staff who are employed to serve students, ranging in abilities from those who cannot yet speak English to those who are at the top of their high school graduating class and will leave BCC to go on to a four-year institution. BCC is a thoughtful institution, continually examining its educational efforts in order to improve and expand to benefit the citizens of our community. The purpose of this Community Impact Study is to establish, by quantitative and qualitative measures, just how valuable BCC is, to both our immediate community, and the larger surrounding area.

We have constructed a ***Community Impact Study***, which contains many of the elements of an economic impact study, while stopping short of claiming responsibility for "regenerated dollars or created jobs" using a multiplier. The literature review and analysis, which argues against using true economic impact analysis for certain institutions of higher education, talks about two types of local economic impacts.[2] There are "short-term expenditure impacts on the host economy and long-term knowledge impacts on the labor force and industrial vitality of the local area." "[C]olleges in large communities serving a primarily local market have high knowledge impacts and low expenditure impacts."[3] ***Bellevue Community College is a high knowledge impact institution.***

The successful completion of this report was based on the cooperative effort of literally all BCC administrative units. A vast array of data has been assembled and it is through the cooperation of College employees that this was accomplished. In an attempt to make the data as comparable as possible, staff were asked to provide figures for the 2001-02 academic year. In some cases, data were unavailable for that year and where this occurs, it is noted.

This study was conducted by the Office of Institutional Research. Comments and questions should be directed to Valerie Hodge, Director, (425) 564-3152. Readers should keep in mind that this is an Executive Summary of a much longer report. Those wishing to receive a copy of the full report should contact the Office of Institutional Research.

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[2] "The Local Economic Impact of Higher Education: An Overview of Methods and Practice," Kevin Stokes and Paul Coomes, AIR Professional File, Number 67, Spring, 1998.
[3] Ibid, pg. 1

Bellevue Community College and Its Place in the Larger Community

Since its founding in 1966, BCC's 96 acres and over 500,000 square feet of facilities have become home to nearly 40,000 students annually. For 33 years, the BCC service area consisted of the following public school districts: Bellevue, Mercer Island, Issaquah, Snoqualmie Valley, Lake Washington, Riverview, and Skykomish. Beginning with Fall, 2000 and the opening of Cascadia Community College in Bothell, the BCC service area no longer includes the Lake Washington and Riverview school districts. The new primary service area for the College is composed of 438,612 people, 180,706 housing units, and 171,875 households. The average income of people employed in our service area is $47,278 with the software companies included and $41,373 with the software companies excluded. There are 10,162 employers and 151,030 people employed in the service area.

In Fall, 2001, 43 percent of our credit students and 35 percent of our faculty and staff were residents of the BCC service area. Just under half of our credit students come from just ten zip codes surrounding the College.

In its approximately 500,000 square feet of facilities, BCC has numerous venues that are utilized by the community, often at a nominal charge, or no charge at all. These facilities include: classrooms, parking lots, the Carlson Theatre, gym, and the athletic fields. In 2001-02 there were 486 separate uses of BCC facilities by 275 organizations, with over 93,000 people in attendance, for a total of 8,236 hours of use. Beyond BCC's campus, we provide education and training services at 89 sites in our community and across King County.

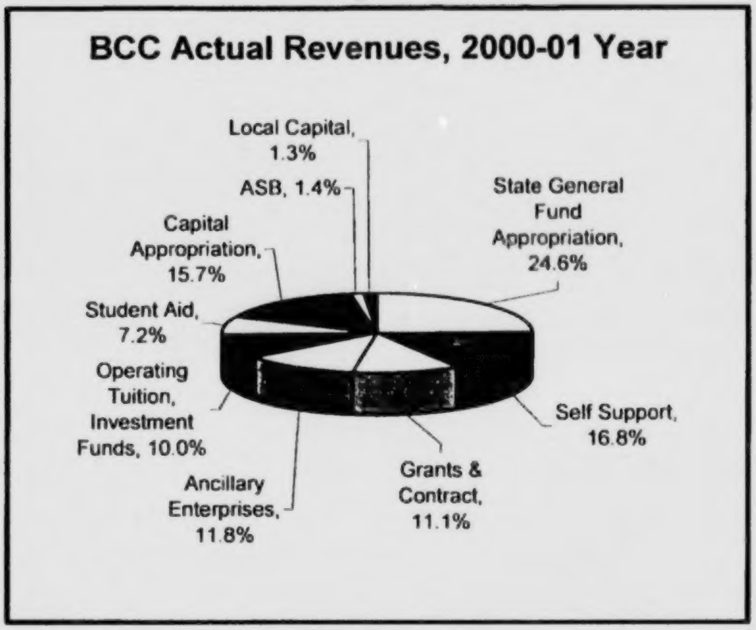
Short-term Community Impacts

One of the short-term impacts of BCC's presence in the community is the revenue and expenditures for which the College is responsible. In the 2001-02 year, the College's revenues totaled $86,431,309. Of this, **just 24.6 percent came from the state general fund** (Figure 1). The next largest contributor was our Continuing Education and International Students programs (16.8%), followed by grants and contracts and BCC enterprises (11.1% and 11.8% respectively).

The College has a very active grants office that has been extraordinarily successful in obtaining outside funding so BCC can continue to provide the leading-edge programs that our community has come to expect. Most recent data show that in the 2001-02 academic year, BCC received over $4,000,000 in funded grants. Nearly all of this revenue (99%) came from outside the BCC service area.

The various expenditure categories related to community impact are: college expenditures, employee expenditures, and student expenditures. Because college expenditures are virtually impossible to isolate in terms of where they actually go, only a very small portion is included in this total. The total expenditures for employee and students combined is $60,580,424. This includes a very conservative estimate of employee expenditures which includes just those employees who live in the BCC service area (expenditure amount: $11,273,599) and student expenditures of $40,564,719, plus international student expenditures (also very conservatively estimated) of $8,742,106.

Figure 1



Source: BCC Finance Office

Expenditure Savings for Students

A primary method for BCC to contribute to the short-term economic benefit of our students is to save them money while they are in attendance. The College accomplishes this in several ways, including: being less expensive in terms of tuition and fees than a four-year institution; providing federal, state, and local financial aid; waiving tuition for specific populations; provision of free classes; dual credit classes; on-site childcare; and continuing education classes, offered at very competitive rates.

Attendance at BCC Prior to Transferring to a Four-year Institution

The savings that accrue to students who elect to attend BCC for the first two years, prior to transferring to the University of Washington, are $2,213 in tuition and fees per year. Each student would save $4,426 in the two-year period. These savings are substantial for individual students, but especially impressive when applied to the number of students at BCC who transfer or say they intend to transfer. For the 1,000+ former BCC students currently attending the University of Washington, this represents a savings of $4,426,000. In the 2001-02 academic year, for the 7,705 students at BCC who said they were here preparatory to transferring to a four-year institution, the savings would be over $17 million for one year and $34,102,330 in savings in tuition for students attending BCC for two years prior to transferring to the University of Washington.

Financial Aid

In the 2001-02 academic year, 1,836 students at BCC received some type of financial aid. The majority of the financial aid received by students (63%) does not require payback or work (grants, scholarships, and tuition waivers). Over $4.3 million in savings is provided to students.

Tuition Waivers

Tuition waivers are a significant way for BCC to save students money. The tuition waiver program exists state-wide, with colleges having some discretion over whether and how to participate in waiver programs. In the 2001-02 academic year, $2,413,548 was given in tuition waivers to students, 80% of them to students living in the BCC service area.

English As a Second Language (ESL) Classes

For non-native speakers of English (who are U. S. residents or citizens), BCC offers free ESL classes. In the 2001-02 academic year, BCC offered 147 ESL classes, serving 1,000 students. These classes are offered tuition-free, resulting in a savings for students of $823,256. Although these classes are non-credit, the credit equivalency of student work was 13,904 credits.

Dual Credit High School Programs

In three programs, high school students earn dual credit (high school and college credit, at the same time): Running Start, College in the High School, and Tech Prep. The Running Start program allows high school juniors and seniors to enroll at BCC and earn simultaneous high school and college credit. Over the course of the 2001-02 academic year, an average of 566 students per quarter participated in the Running Start program, with an associated tuition savings of nearly $900,000. The average tuition saved per student per quarter was $528. Every year, BCC has a number of graduates who receive their high school diploma and their Associate's degree at the same time. This past year, 26 students accomplished this and would have been eligible to continue on to a four-year institution with junior standing.

Similar to Running Start is College in the High School, although the classes take place at the high school, not at BCC. Students taking College in the High School classes saved an average of $316 per quarter and nearly $300,000 total over the course of the year. The courses provided were in English, French, Spanish, German, Japanese, Biology, Chemistry, Math, Physics, History, and Psychology.

Finally, Tech Prep is the professional/technical side of the dual credit offerings. Participation in these programs eliminates duplication, shortens the time for students to receive their Associate's degree and their Baccalaureate degree, and saves the students and their parents considerable amounts of money in tuition and fees. Nearly 900 students received Tech Prep credits from BCC, for a total of 5,574 credits, and a tuition savings of $330,036.

Career Education Options (CEO) Program

Serving 256 students in the 2001-02 year, the CEO program provides professional/technical degree or certificate options to 16 to 20 year olds who left high school without the diploma. In 2001-02, these students took over 3,000 credits, and, as their tuition and expenses are paid by the Superintendent of Public Instruction, these students saved $240,882.

Childcare Services

The BCC Early Learning, Family, and Childcare Center operates based on a sliding fee schedule tied to a family's income. The savings (over market rates) resulting from this amounted to $3,836 to 104 families in the 2001-02 year.

Continuing Education Offerings

The classes offered in BCC's continuing education program (non-credit classes) are offered at rates that are very competitive with private sector offerings. A wide variety of programs are available in six areas: computers, business, real estate, languages, arts, and personal enrichment.

Long-Term Community Impacts

> *"Local knowledge impacts of a college are greatest when many degree programs are offered and most students stay in the local labor market."*[4] *"Over time, the local economic impact...of a metropolitan commuter college increases due to the compound growth in earnings of workers making the investment in human capital."*[5]

An Educated Populace

The knowledge impacts attributed to BCC are its primary impact on the local economy. This impact is cumulative over time, as more and more BCC-trained and educated people join the labor force. An educated populace is what business and industry need, what our society needs, and what individuals need in order to live fulfilling, productive lives. Higher educational levels contribute toward higher incomes, lower crime rates, better health, more educationally-ready children, higher worker productivity, increased levels of voting, and reduced unemployment.

BCC Students' Location After Completing Educational Programs

Those students who remain in the area after attending BCC provide an added long-term benefit to the community due to the continued presence of these tax-paying, educated citizens. For the last follow-up year available, 58 percent of the BCC professional/technical program participants were working in King County after leaving their BCC program and 80 percent were still working in Washington State, so that while their careers may have taken them beyond the BCC service area and King County, the state continues to retain them and benefit from their education and training.

Return on Investment

In a recently-completed study of the Texas community colleges, CCBenefits, Inc. found a rate of return of 26.1% on the state's investment in the community colleges. They also found that the payback time for students who complete their Associate's degree is 5.8 years, including both tuition and foregone earnings while enrolled. Using this methodology, the Return on Investment (ROI) for BCC students can be calculated by multiplying the 292,231 earned credits that the 15,794 credit students in the 2000-01 academic year received by $117 per credit return on investment, leading to a gross ROI of over $34 million.[6] After subtracting from this the cost per credit to the student, we are left with a net ROI of nearly $18 million. This is not the complete picture, however, since the community and technical college system does not charge students for credits 11 through 18. Students who take ten credits pay the same as people who take 18 credits and so the value of those "free earned credits" must be added back in. In the 2000-01 academic year, over 3,000 students per quarter (except for summer) took advantage of this benefit, amounting to nearly $3 million in tuition for a total of 52,728 credits (Tables 1, 2). This results in a final net ROI of nearly $21 million.

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[4] AIR Professional File, p.3

[5] AIR Professional File, p.4

[6] The 2000-01 academic year is used in this instance as the final transcript data that provides this information is not yet available for analysis for the 2001-02 year.

Table 1: Students' Earned Credits and Return on Investment (ROI) 2000-01 Academic Year

Number of Students	15,794
# earned credits	292,231
ROI on # earned credits	$ 34,191,003.60
Discount for cost/credit	$ 16,277,255.56
Total ROI	$ 17,913,748.04
Plus value of "free earned credits"	$ 2,931,605.81
TOTAL ROI	$ 20,845,353.85

Note: ROI is calculated at $117 per credit.

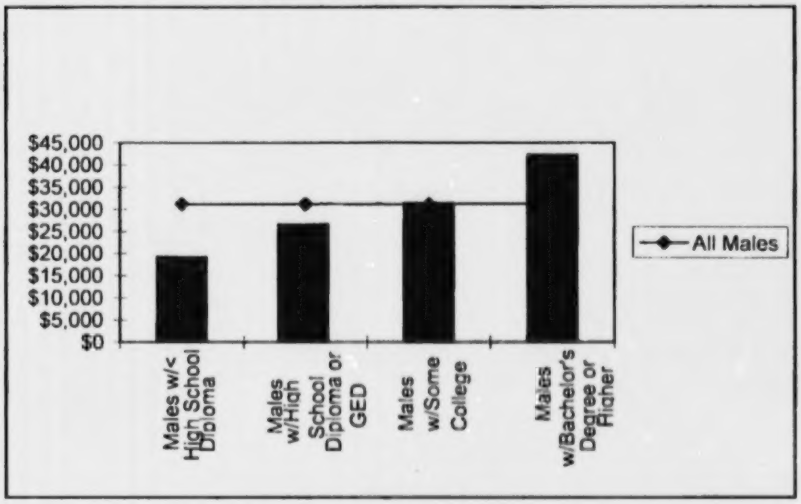
Table 2: Credits within the "Free Band" and Their Value, 2000-01

Free Credit Calculation	Summer	Fall	Winter	Spring	Savings/Student	Total Annual Savings
# w/11 credits	104	372	332	330	$55.70	$63,386.60
# w/12 credits	83	391	452	456	$111.40	$153,954.80
# w/13 credits	57	240	203	195	$167.10	$116,134.50
# w/14 credits	20	112	79	99	$222.80	$69,068.00
# w/15 credits	158	1,829	1,688	1,601	$278.50	$1,469,366.00
# w/16 credits	51	440	420	369	$334.20	$427,776.00
# w/17 credits	5	201	231	199	$389.90	$247,976.40
# w/18 credits	1	136	94	100	$445.60	$147,493.60
# w/19+ credits	10	89	120	195	$445.6+$49.2/credit	$236,449.91
Total	489	3,810	3,619	3,544		$2,931,605.81

Annual Earnings

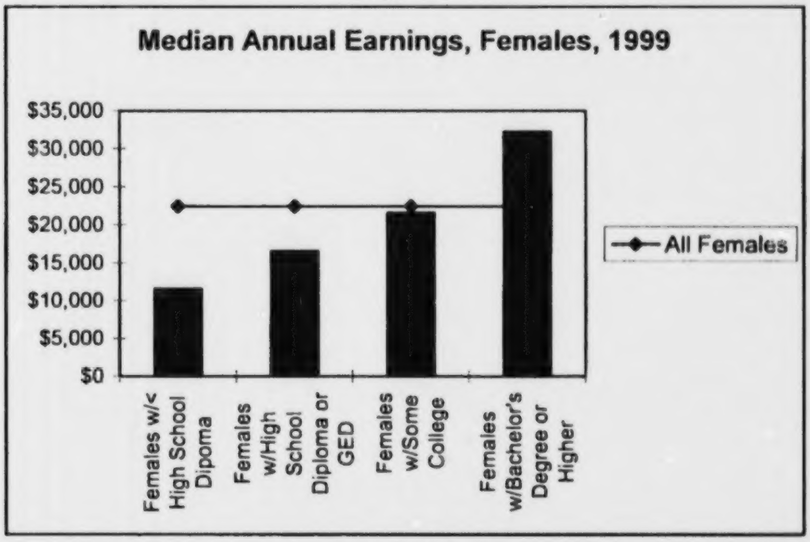
Workers' earnings are directly related to their educational attainment level. A man with a bachelor's degree earns 60 percent more than a man with a high school diploma and for women the difference is **95 percent**. The well-known "gender gap" in pay is also greatly reduced at higher levels of educational attainment. For people with just a high school diploma, males earn 59 percent more than females while males earn just 31 percent more than females when both parties have a bachelor's degree or higher (Figures 2, 3).

Figure 2: Median Annual Earnings of Males by Educational Attainment



Source: The Condition of Education, 2002

Figure 3



Source: Bureau of the Census

The California Community Colleges have conducted studies that show the value of educational attainment specifically at the community college level, ranging from a few credits earned to the Associate's degree. They found very large increases in earnings after attaining the Associate's degree (nearly a 59% increase) and even a ten percent increase in median annual earnings with just a few credits earned (less than 12).

Table 3: Percent Change in Median Annual Earnings of All Students from California Community Colleges in 1991-92 Academic Year, by Educational Attainment Level (1995 Dollars)

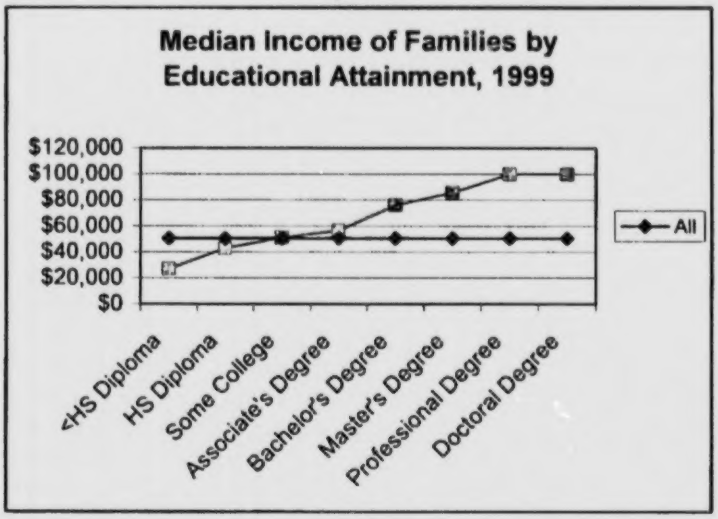
		Median Annual Earnings		
Educational Attainment	Total Number of Students	Last Year In College	Third Year Out of College	Percent Increase
A.A. or A.S. degree	17,053	$17,361	$27,522	58.5
Certificate	8,144	$21,503	$28,563	32.8
24.0 + units	134,958	$21,215	$26,027	22.7
12.0 – 23.9 units	90,786	$22,059	$25,713	16.6
.01 - 11.9 units	345,174	$25,700	$28,451	10.7
All students	*841,952	$22,460	$25,935	15.5

*Excluded from this table is the 0 units or noncredit category (n=245,837).

Source: California Community Colleges, Chancellor's Office Management Information System

The Census Bureau regularly collects information in its Current Population Surveys about income based on educational attainment. The findings for families may be found in Figure 4. There is a very clear, linear relationship between these two factors.

Figure 4



Median Income of Families by Educational Attainment, 1999

Student Earnings After BCC

The latest follow-up data on the earnings of our professional/technical program students provides evidence that BCC education and training does indeed make a difference. Overall, students earn an average of over $13,000 more per year after training than they did prior to training. Some of these workers would have received inflation-adjusted wage increases simply due to the passage of time, even without education and training at BCC. The average amount of this non-training related wage increase in Washington State is 35 cents per hour. The average annual increase of $13,284 would be reduced to $12,553 with this 35 cent per hour wage reduction taken into account.

> *"Just wanted to let you know I finally landed a job…and I'm coming on as a Web Builder. It's a full-time permanent position, with full benefits, stock options and pretty decent salary ($45,000) for starter pay. I heard about this from one of my friends who went through the web authoring track with me…they needed someone immediately for a 2-week project, he referred me, they liked me (and me them), and now that the project is over they gave me their standard test and after some interviews hired me on."*
>
> *-Former Web Authoring Student*

Wage increases are highest for the workers who had the lowest wages going in and the youngest workers receive the greatest benefit from wage increases, possibly because they were employed in minimum wage positions prior to enrollment. The very youngest of the degree and certificate recipients (those ages 20-24) received an average "education and training bonus" of $21,149 per year.

In addition to the increase in earnings for our professional/technical program participants, the employment rates are very favorable; 86 percent of them are employed, with several of the programs exhibiting employment rates in excess of 90 percent. Since the follow-up of students that provides this information does not track students who are employed outside the Pacific Northwest, nor those who are self-employed, the actual employment rates are almost certainly higher.

In 1999, the State Board for Community and Technical Colleges conducted a study of the employment outcomes of those students who said they planned to transfer while enrolled in the community and technical college system. While we do not have data specifically on BCC students, this study found that this group earned $9.92 per hour on average. Nearly 60 percent of the students earned an average of $11.17 per hour. The more education (credits) these students achieved, the higher were their wages. Graduates had the highest wages (average of $10.50/hour), followed by those with more than one year ($10.03/hour) and finally those with less than one year of study (average of $9.37/hour). These students overall earned 39 percent more after leaving the college than before enrolling and graduates earned 50 percent more.

Lifetime Earnings

The close link between educational attainment and earnings is well established. In fact, it is a primary reason for attending college in the first place. **It has been estimated that completion of an Associate's degree adds $400,000 to a high school graduate's career earnings.** This amounts to about $10,000 per year of a person's working life. Taking a few technical classes to prepare for a job that demands more skills can add $1,000 per year to a person's income.[7]

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[7] Sinclair Community College Economic Impact Study, p. 1

Although whether people work full-time and various demographic characteristics affect their earnings, "regardless of work experience, the education advantage remains."[8] Also, "regardless of race or ethnicity, higher educational attainment equates to higher earnings."[9]

One way to look at earnings is the total a person would have access to over a lifetime of working (Table 4). There is a huge increase (almost $355,000 lifetime) resulting from the high school diploma, a lesser increase derived from some college work, but no degree attainment, another large jump in lifetime earnings tied to the Associate's degree (over $190,000 lifetime), and the largest increase of all (over $710,000 lifetime) is linked to completion of the Baccalaureate degree or more, a significant factor for our students who transfer. These differences in earnings are attributed both to higher starting salaries and higher earnings trajectories over the person's working life.

Table 4: Lifetime Earnings by Educational Attainment

Educational Level	Average Annual Earnings	Average # of years worked	Estimated Lifetime Income	Difference from Previous Educational Level
Not a High School Graduate	$15,483	46.0	$712,195	NA
High School Graduate	$24,253	44.0	$1,067,132	$354,937
Some College, no Degree	$26,928	42.5	$1,144,419	$77,287
Associate's Degree	$32,563	41.0	$1,335,083	$190,664
Bachelor's Degree+	$51,783	39.5	$2,045,409	$710,326
Total Persons	$31,904	42.6	$1,359,110	NA

Source: U.S. Census Bureau, *Statistical Abstract of the United States: 2001*

Family Net Worth

Not surprisingly, since the lifetime earnings of a person are greatly increased by educational attainment, so is family wealth. Families where the educational level of the householder are higher have higher levels of net worth than do families with lower levels of educational attainment. The difference between the average net worth of a family with a person with a college degree as the householder and the family with a person with just a high school diploma as the householder is over $370,000.

Social Benefits of Higher Educational Attainment

Numerous social benefits have been attributed to higher levels of educational attainment. CCBenefits, Inc., which has conducted studies for 160 community colleges across the country, has developed a system for quantifying these benefits in terms of dollars saved. Table 5 lists the value of these and what they amount to for our students at BCC. These quantified social benefits add up to over $7.5 million dollars annually over the course of students' lives. Additional detail on these social benefits follows.

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[8] "The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings," Census Bureau, Current Population Reports, P23-210, July, 2002, p.2

[9] ibid., p.7

Table 5: Social Benefits Per Credit Earned

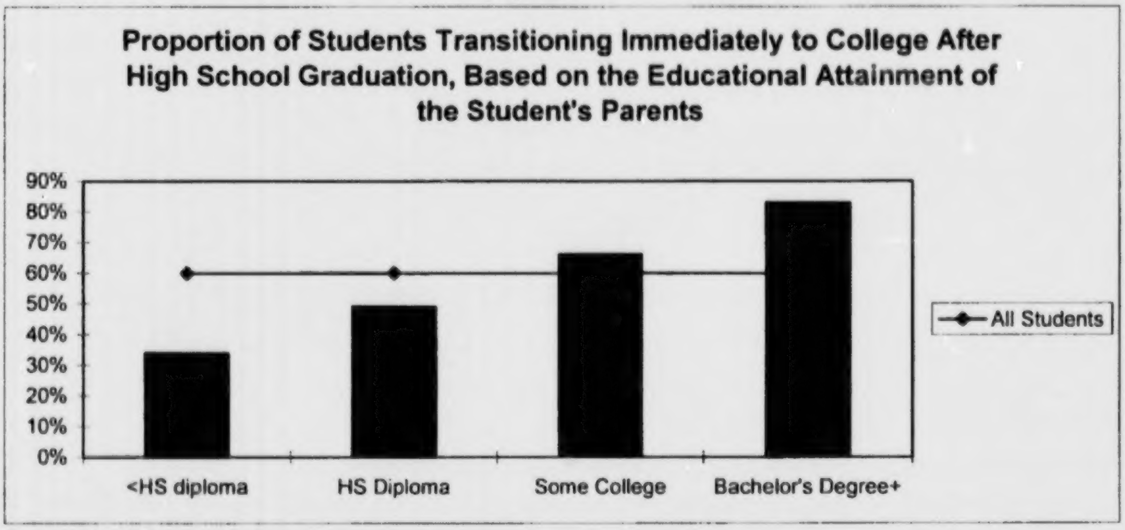
	Per Credit Value	Avg. # Earned Credits	# Students	Total Benefit
Higher Earnings	$ 117.00	18.5	15,794	$ 34,186,113.00
Absenteeism Savings	$ 3.00	18.5	15,794	$ 876,567.00
Medical Cost Savings	$ 8.00	18.5	15,794	$ 2,337,512.00
Incarceration Savings	$ 7.00	18.5	15,794	$ 2,045,323.00
Crime Victim Savings	$ 1.00	18.5	15,794	$ 292,189.00
Additional Productivity	$ 2.00	18.5	15,794	$ 584,378.00
Welfare Savings	$ 1.00	18.5	15,794	$ 292,189.00
Unemployment Savings	$ 4.00	18.5	15,794	$ 1,168,756.00
Total	$ 143.00	18.5	15,794	$ 41,783,027.00
Total Without Earnings (Social Benefits Only)	$ 26.00	18.5	15,794	$ 7,596,914.00

Source of Formulas: "The Socioeconomic Benefits of 50 Community College Districts in Texas"

Immediate Transition to College

The completion rates for people who go directly to college from high school (and especially those who go full-time) are higher than for those who delay entrance. Perhaps not surprisingly, young people whose parents are college graduates make that immediate transition to college at higher rates than do people whose parents did not go to college. Overall, 60 percent of students who complete high school enroll that next fall in a college of some type, but this varies substantially by the educational level of the parents. For young people whose parents had less than a high school diploma, just 34 percent went immediately to college after high school graduation. This proportion increases by educational attainment, so that for those whose parents did graduate from high school, 49 percent go to college right away, 66 percent of those whose parents had some college go to college themselves right away, and 83 percent of those whose parents had a bachelor's degree or higher enter college immediately after their high school graduation (Figure 5).

Figure 5

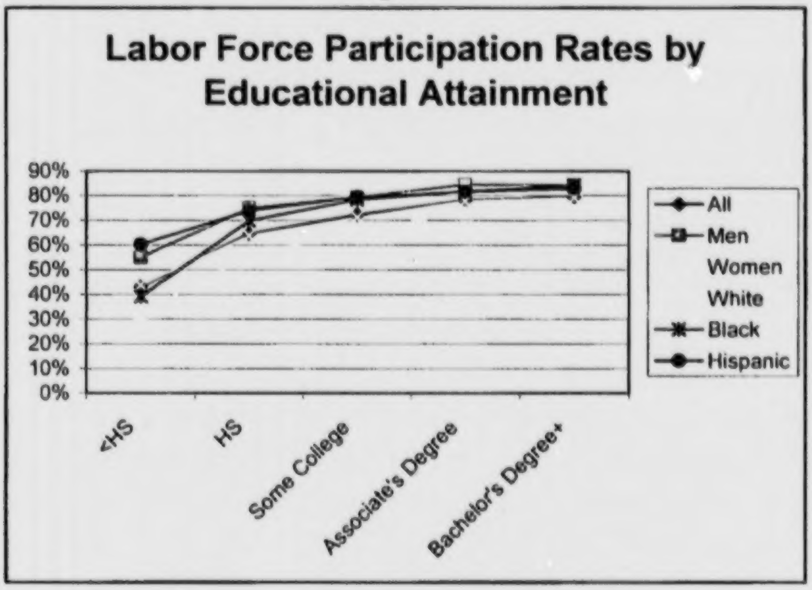


Proportion of Students Transitioning Immediately to College After High School Graduation, Based on the Educational Attainment of the Student's Parents

Labor Force Participation Rates

Another benefit of postsecondary education is overall participation in the labor force, a factor that raises the standard of living throughout our community. Persons with higher levels of educational attainment participate in the labor force at higher levels than do those with less education (Figure 6). This is apparently particularly significant for females and African American persons, whose participation rates are much higher with advancing educational levels. About 80 percent of adults with a Bachelor's degree or more participated in the labor force in the year 2000, compared with 65 percent of people whose highest educational level was a high school diploma. Just 43 percent of the people who did not graduate from high school were labor force participants.

Figure 6



Unemployment Rate

The relationship between unemployment rates and educational attainment is also a linear one. The more education a person has, the less likely they are to be unemployed and/or receiving unemployment compensation (Table 6). The unemployment rate of the total labor force is reduced from 6.4 percent (less than a high school diploma) to 2.9 percent for those with some college. This represents a significant savings for both the state and employers. Even more recent data from the Bureau of Labor Statistics shows that in May of 2002, people with less than a high school diploma showed an 8.5% unemployment rate, compared to a 2.9% unemployment rate for those with a Bachelor's degree or more.

Table 6: Unemployment Rates and Educational Attainment, U.S., 2001

	Educational Attainment Level				
All Education Levels	<High School Diploma	High School Graduate	Some College, No Degree	Associate's Degree	Bachelor's Degree+
3.0	6.4	3.5	2.9	2.3	1.7

Source: *Digest of Education Statistics, 2001*

Welfare Dependency
Participation in welfare programs is also reduced when *higher* levels of education are reached. An average of seven percent of those without a high school diploma are on welfare, compared to less than two percent of those with more than an Associate's degree.[10] Workfirst is Washington State's welfare-to-work program. BCC enrolled 346 people in the Workfirst program in 2001-02.

Workplace Basics is a part of the Workfirst program, providing for basic skills instruction in a workplace situation, in order to increase participation and completion. The curriculum is developed with business partners to specifically address their individual workplace needs. Worklace Basics programs offered in the 2001-02 year were: ESL instruction for the food court workers who are employed by Terranomics (the building management company) (8-10 students); ESL instruction for some employees at Covenant Shores Retirement Home (12-18 students); ESL instruction at McDonalds for first line management staff (12 students); King County Housing Authority – marketing/outreach, placement, training tuition, support services at five KCH sites.

> *"We would like to thank you for giving us the opportunity to study English. Better English permits us to give better customer service, understand our duties and responsibilities, and communicate with our manager and co-workers...We want to thank you for this opportunity to improve our English."*
> *-McDonald's Employees (participants in the Workplace Basics Program)*

The purpose of these projects is to improve the English skills of employed immigrants by offering English as a Second Language (ESL) instruction. They are evaluated by students and employers, with strongly positive findings. Results of the projects include: increased employee retention rates, decreased employee absentee rates, increased productivity, supervisor stress reduction as employee capabilities have increased, employee self-confidence has increased, and general work ethics have improved. There is an enormous unfilled need in the community for basic skills and ESL workplace instruction. Unfortunately, due to WorkFirst budget cuts, the College is not able to continue funding the ESL instruction for these WorkPlace Basics projects, although we are looking at other potential funding sources.

Voting and Voter Registration Rates
Studies by the Census Bureau have shown that the higher the educational level of a person, the more likely they are to be registered to vote and to have voted. While 60 percent of people with a high school diploma are registered to vote and 49 percent usually vote, 70 percent of those with some college or the Associate's degree are registered and 60 percent usually vote. For those people with a Bachelor's degree or more, 77 percent are registered and 72 percent usually vote (Figure 7).

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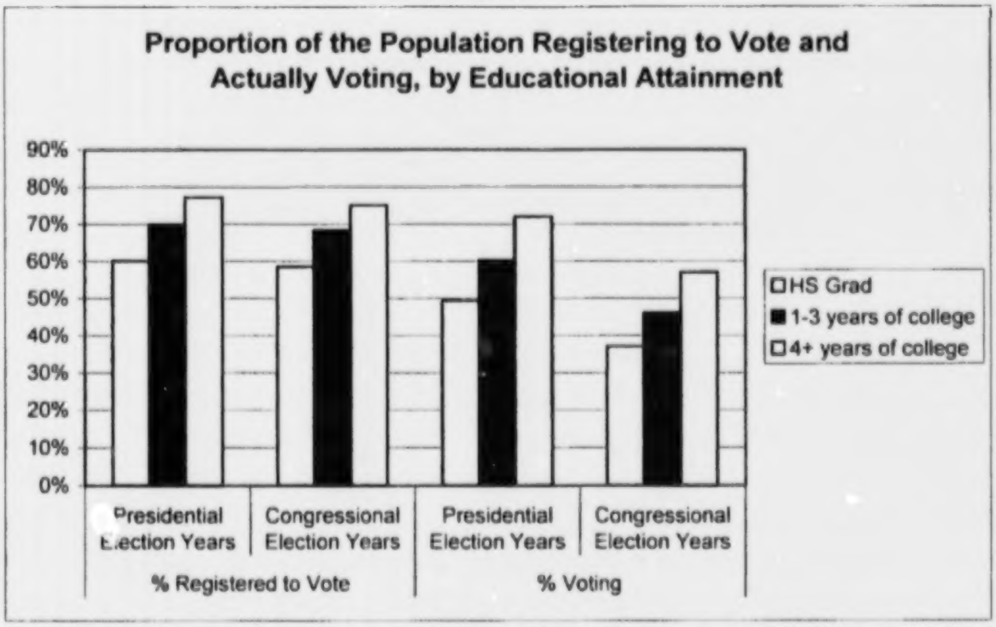
[10] "The Socioeconomic Benefits Generated by 50 Community College Districts in Texas," report by CCBenefits, Inc., p.20

Figure 7



Source: Census Bureau

Healthier People
Persons with higher educational attainment report being in excellent or very good health at higher rates than do people with lower levels of education (Figure 8). Overall, 61 percent of the population age 25 and above report being in excellent or very good health; however, just 39 percent of those with less than a high school diploma feel this way and 58 percent of those with a high school diploma report being in excellent or very good health. In comparison, 80 percent of people with a bachelor's degree or higher and 68 percent of those with some college report being in excellent or very good health. “People with a bachelor's degree or higher were twice as likely as those without a high school diploma or equivalent to report being in excellent or very good health.”[11] Some of the reasons people report being in better health, based on higher levels of educational attainment, are that smoking and alcohol abuse, two significant factors in the health of the populace, are reduced. On average, 33 percent of those without a high school diploma and just 15 percent of those with more than an Associate's degree smoke. Overall, 10% of people without a high school diploma abuse alcohol and seven percent of those with an Associate's degree do.[12]

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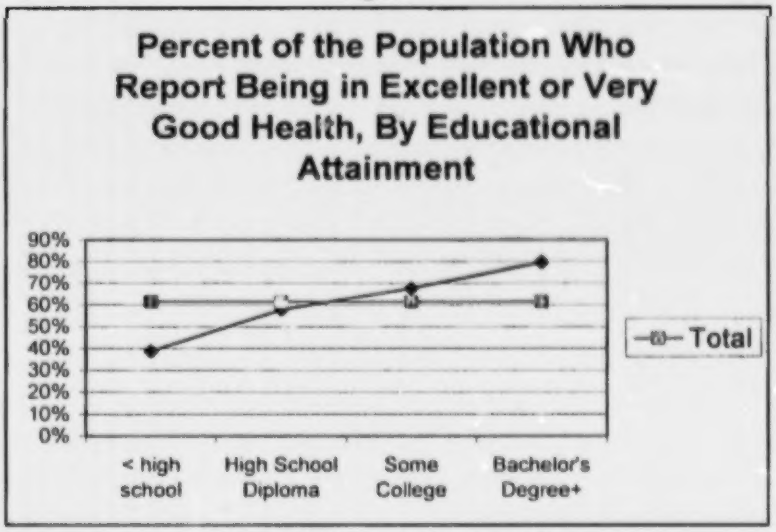
[11] The Condition of Education 2002, p. 63, 153

[12] "The Socioeconomic Benefits Generated by 50 Community College Districts in Texas," report by CCBenefits, Inc., p.16

Figure 8



Source: Condition of Education, 2002

Increased Workforce Productivity

A study by the University of Pennsylvania found that a ten percent increase in the education level of workers (approximately one year of education) translates into an eleven percent increase in productivity in the non-manufacturing sector of the economy. Across all industries, it amounts to an 8.6 percent increase in productivity. This can be compared to productivity increases resulting from increases in the hours worked and increases in capital investment, both of which have significantly lower productivity contributions than education.[13] Decreased absenteeism related to increased levels of education also contributes to increased employee productivity. Workers with less than a high school diploma are absent an average of 10.1 days per year, while those with an Associate's degree are absent an average of just 4.5 days per year.[14]

Children's Success in School

In the National Education Household Survey, the Census Bureau asks about the school readiness skills of children and also what home literacy activities take place and then relates those responses to the education of the mother. The educational level of both parents is important to a child's success in school, but researchers have found that it is the mother's educational level that is the defining element. As seen in Figure 9, a child's readiness for school is closely related to the mother's educational attainment. While just seven percent of the pre-school age children whose mothers have less than a high school diploma recognize all their letters, 35 percent of those whose mothers have a college degree do. The same pattern is seen with the other school readiness skills, with ability to count to 20 or more ranging from 36 percent of the children whose mothers have the lowest educational levels to 79 percent whose mothers have a graduate or professional degree and 32 percent whose mothers have less than a high school diploma, compared to 64 percent of those with a graduate or professional degree being able to write their name. While over half of the children whose mothers do not have a high school diploma read or pretend to read, 84 percent of those whose mothers have a college degree do.

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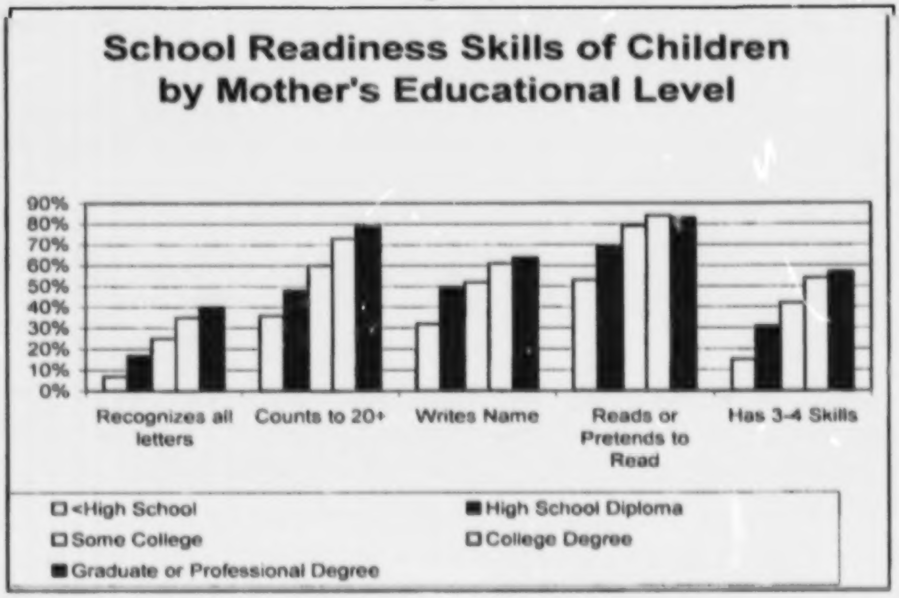
[13] "The Challenge for Higher Education," the Higher Education Coordinating Board's 1996 Master Plan for Higher Education, p.14

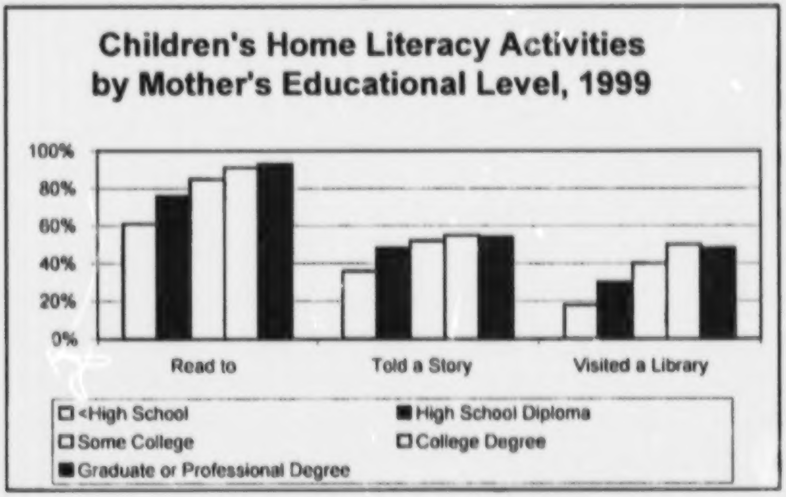
[14] "The Socioeconomic Benefits Generated by 50 Community College Districts in Texas," report by CCBenefits, Inc., p.16

Figure 9



Another aspect of school success is the literacy activities that take place in a child's home. Figure 10 demonstrates that this, too, is closely related to the educational attainment of the mother. While just 61 percent of the children whose mothers do not have a high school diploma were read to, 91 percent of those whose mothers have a college degree were. Also, while less than half of the children whose mothers' educational attainment stopped at the high school level were told a story three or more times in the past week, over half of those whose mothers had higher educational levels were. Finally, for the all-important visits to the library, just 18 percent of those whose mothers had less than a high school diploma, and half of those whose mothers had a college degree visited a library at least once in the past month.

Figure 10

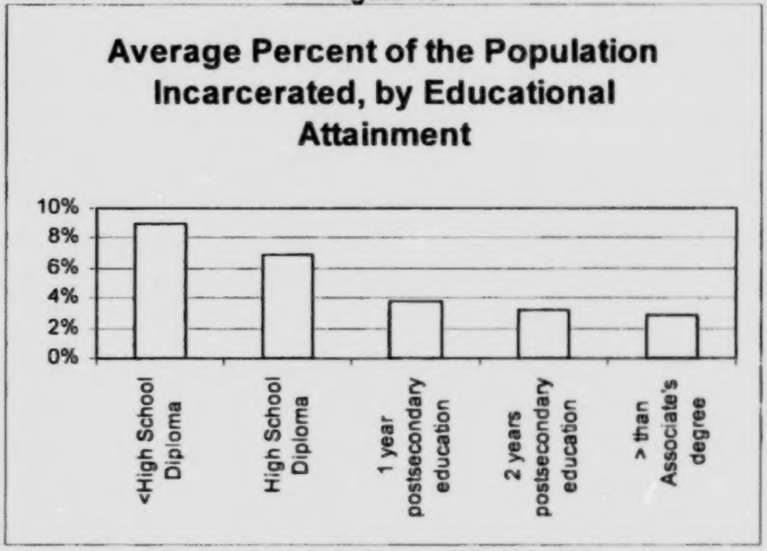


Source: Statistical Abstract of the U.S., 2001

Decreased Criminal Activity

The probability of being incarcerated is directly related to one's educational level. People with higher educational levels are statistically less likely to commit crimes and while an average of nine percent of people without a high school diploma are incarcerated, just three percent of those with more than an Associate's degree are in jail or prison (Figure 11).[15]

Figure 10



Source: Statistical Abstract of the U.S., 2001

Professional/Technical Training

One of BCC's primary contributions to the long-term economic impact of our community is the education and training of a highly skilled workforce in 23 professional/technical programs. In Fall, 2001, 736 students were officially enrolled as majors in these programs, with nearly 7,000 enrollments overall. Many of these enrollments represent students who plan to major in these programs, but who do not yet have official "major" status.

Worker Retraining

> *"I am writing to thank you for the wonderful educational experience that you provided. As a former logger who was paralyzed 19 years ago and has not had a full-time job since, I was amazed to do six interviews and get seven job offers since obtaining my MCSE.[16] It was a complete program with expert staff, instruction and apparatus. You have changed my life."*
>
> *-A Former Fast Track Student*[17]

Part of the College's contribution to a skilled workforce comes as a result of our active participation in the state-sponsored programs that enable dislocated workers to retrain to get new, well-paying jobs. Dislocated workers are those that have been identified as long-term unemployed persons, meaning that they would still have been unemployed at the time they exhausted their unemployment benefits, absent the worker retraining program. In the 2001-02 year, BCC received $1,170,342 for the total worker retraining effort. About 600 dislocated workers received free training as a result of this program. Of the 649 students in worker retraining in 2001-02, 48% (302) came from the BCC service area.

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[15] ibid., p. 19

[16] MCSE stands for Microsoft Certified Systems Engineer.

[17] Fast Track are intensive, full-time programs which prepare students for careers in the computing and information technology fields.

Service Impacts

BCC provides a myriad of services to our community, including: childcare, early childhood education programs, the BCC radio stations and cable television channel, our library as a resource, location of the Puget Sound Regional Archives on our campus, and professional continuing education, among others.

Childcare Center

A new Early Learning, Family, and Childcare Center (ELFCC), a community partnership developed in conjunction with Costco Wholesale, opened in Spring, 2002. Costco contributed significant funds for both construction and operation of this new facility and has enlisted the services of consultants and the general contractor as an "in-kind" gift to the college. BCC contributed the site for the facility, in addition to having obtained a matching fund grant from the state. The capacity of the new center is 190 children. In the 2001-02 year, the Center served 154 families living in 26 local municipalities, including, 63 from Bellevue, 16 from Issaquah, 12 from Renton, 11 from Redmond, and eight from Kirkland. Open Monday through Friday from 6:45 am to 10:15 pm and Saturday from 7 am to 7 pm, the BCC childcare facility serves children 3 months through six years of age. Program fees are determined on a sliding scale, based on a family's income. BCC operates a site for the federal Head Start program within the ELFCC, serving 24 children in the 2001-02 year. The federal government pays for a 9 am to 3:30 pm program and the BCC program (the only full-day Head Start program in the area) operates from 6:45 am to 5:30 pm, courtesy of a grant from the City of Bellevue. All these families are from our service area and all the parents are current BCC students. To participate in this program, families must qualify for free or reduced lunch, and have family incomes at or below the federal poverty level.

Early Childhood Education

BCC's Early Childhood Education (ECED) program trains childcare workers, preschool teachers, nannies, and those who are going on to become elementary school teachers. On the eastside, there are no other programs that grant degrees in ECED. This program offers one and two credit Saturday seminars in Early Childhood Education, taken mainly by practitioners. BCC also participates in the TEACH[18] program that provides scholarships, release time, and other supports to allow childcare workers or daycare home providers to obtain credits toward a two-year degree in Early Childhood Education and provides services that fulfill the requirement for the 20 hours of training required by the Washington State Training and Registry System (STARS) to be a licensed head teacher or home daycare provider.

Staying Ahead of Information Technology Education Needs

Information Technology (IT) remains a major part of the BCC community's economy, despite the general economic downturn and the more specific retrenchment of the Information Technology sector. BCC has been a leader in this area for many years, the most visible evidence of this being the creation of the National Workforce Center for Emerging Technologies (NWCET). This federally-supported entity specializes in skill- and competency-based curriculum development and training for students and faculty. The NWCET sponsors workshops for faculty, and develops IT curricula for high school and community and technical college programs. In addition, in order to ensure that the products the NWCET develops and the training they offer is industry-standard and current, the NWCET has numerous strategic, educational, business, and government partners who advise on various issues.

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[18] TEACH: Teacher Education and Compensation Helps

> *"Kevin Higgins spent …. years dabbling in school and volunteer work before he decided it was time for a real job. After an intensive five-month computer course at Bellevue Community College, he landed an unreal job: He works on the computer help desk at the Experience Music Project. "This place is too cool," he says. "It's almost a magic situation."*
>
> *(Quotation courtesy of the Eastside Journal, June 6, 2000)*

BCC's Continuing Education program is specifically designed to be entrepreneurial and proactive in providing offerings to our community. Recent examples of this include: the Fast Track program for Information Technology employment, an intensive, five-month program, designed for individuals in transition and placing students in jobs with salaries ranging from $32,000 to $74,000; new certification programs in MCSE, MSCD, Oracle, Cisco, A+ Certification, Network+ Certification, iNet+ Certification, and CIW (Certified Internet Webmaster); certificate programs in Technical Editing and Information Design; and a program offering a certificate in Information Technology Project Management.

Radio Station

KBCS (91.3 FM), a non-commercial, public radio station licensed to Bellevue Community College, broadcasts with 7900 watts of power and reaches more than 30,000 people per week in the greater Puget Sound area. Included in the programming are music, news and cultural affairs; everything from great jazz, folk and world music to national news headlines, poetry, storytelling, and interviews with visiting artists and musicians. With increased outreach and promotion efforts now underway, we expect that even more people are tuning in each day. Funding for KBCS is provided by the City of Bellevue, the State of Washington, and the Corporation for Public Broadcasting. Everyone on the air at KBCS is a community volunteer and more than 100 people come to the station each week to host programs and help out with behind the scenes activities. Currently, more than 2,000 people contribute funds annually to KBCS and are considered KBCS members.

KBCS provides a link between BCC and the community in the following ways:

- KBCS provides a year-round public radio program unduplicated anywhere;
- The KBCS signal is broadcast over the air (91.3 FM) and on several cable services throughout the Puget Sound Region;
- KBCS provides training opportunities in all facets of public radio to interested students and community volunteers;
- KBCS broadcasts at least 24 public service announcements each day for activities at BCC and throughout the region. It also airs regular music and cultural calendars. In addition, the

KBCS website (kbcs-fm.org) links our events calendar to a wide variety of community calendars throughout the region;

- KBCS serves as a hiring pool for local, regional, and national broadcast outlets. Many KBCS volunteers have gone on to paying jobs in the broadcast industry.

Television Station

The BCC television station (channel 28 – The College Channel) reaches nearly 340,000 homes in Black Diamond, Kent, Auburn, Kenmore, Bothell, east to North Bend, Bellevue, Redmond, Kirkland, Woodinville, and Issaquah. Primarily showing the College's telecourses, there is also a wide variety of programming, including programs purchased from PBS and other sources. BCC Television Services also produces programs that air on the channel. Examples include an interview show with CEO's from local businesses and a performing arts series featuring performances from the Carlson Theatre. Campus events are frequently taped and aired on the College Channel as well.

Library/Media Center

Our community is welcome to use any of our library or media center resources on site at no charge. Checkout privileges require enrollment. Over 300,000 patrons use our facility annually.

BCC Distance Education

BCC has moved quickly and substantially into distance education. In the 1998-99 year, there were about 4,000 distance education enrollments and this past year, there were 9,545. Since about half of these students come from the BCC service area and three-quarters come from within 10 miles of the College, BCC is providing a much-needed educational option for our service area population, providing them with a choice that does not involve travel and is not time-based. This may result in savings in terms of time to program completion or goal achievement if the students are able to fit these distance education classes in around other classes and certainly results in reductions in driving time and fuel expenditures.

Weekend College

BCC launched its weekend college in the 1999-00 academic year, serving over 500 students in 34 courses. In the 2001-02 academic year, this was expanded to include 73 courses, with 992 enrollments. Like distance education, weekend college provides students with another option for attending BCC. We expect that these students will benefit by reduced time to degree or goal completion as they are able to better fit classes into their busy lives.

Puget Sound Regional Archives

The Puget Sound Branch of the Washington State Archives (PSRA) is located in a facility on BCC's campus. A joint venture with the Secretary of State's Office, the Archives occupies the lower level of the N Building, the College's technology center, a structure completed in 1998. The PSRA holds almost 19,000 cubic feet of historical records from local government agencies in King, Kitsap and Pierce County. The PSRA preserves and provides public research access to these records in a state of the art temperature and humidity-controlled environment and handles 5,000 research requests per year. The PSRA's research clients include BCC faculty, staff and students, as well as researchers from the Puget Sound region, the state of Washington, and across the nation. Co-locating with Bellevue Community College has allowed the Puget Sound Branch, Washington State Archives, to streamline and expand services offered to both local government agencies and the general public. PSRA's move to the BCC campus and cooperation with the BCC community has resulted in better protection of and improved public access to the records in PSRA's custody. These improvements mean that members of the local and extended communities can more easily obtain information about historical events, their rights as citizens, and the operation of their government agencies.

Drama Department Assistance to the Community

The BCC Drama Department helps the community find talent for projects that require acting. They have provided a stand-up comic for a rotary club meeting, provided a student to work with at-risk children as part of the Americorps program where they produced a play, provided names of actors to the Renton Civic Theatre, provided students for the Fire Department's disaster exercises, provided students for role-playing exercises with the Seattle Police Department, provided students to be "clams" for a restaurant commercial, and provided students trained in improvisation to assist in the test for Captaincy in the Bellevue Police Department. The chair of the program was frequently consulted in defining the needs for a theatre in the Meydenbauer Convention Center. The Drama Department also provides free advice to people who enroll in the Individual Research course. These individuals are usually planning productions on their own and are provided with considerable assistance beyond the class.

Parent Education

Approximately 1,400 students each quarter enroll in the BCC Parent Education program. This program provides "a quality early-childhood preschool program combined with parent participation and parent education. Parents enroll in one of the following programs: parent/infant; parent/pre-toddler or parent/toddler classes; cooperative preschools; or creative development, discovery and early activities lab."[19]

Kids@BCC Summer Program

> "This is the best summer enrichment program my children have participated in. Great staff!! After the first day of class, my kids asked if they could do this again next summer. "
>
> *-Parent of Kids@BCC Program Participant*

For three years, BCC has held an educational summer camp for one week in August. The first year, the BCC Science Division held a one-week summer camp for elementary school students entering the fifth or sixth grade in Fall, 2000. The program has grown since then to include ages eight to fifteen and offers a wide variety of art, science, music, dance, writing, languages, and many other educational options. The science program this year included Geology, Meterology, Oceanography, Chemistry, Astronomy, Biology, and Botany. In August, 2002, 29 students attended Kids @BCC, bringing revenue to the College and providing our local community with additional high-quality summer educational options.

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[19] BCC 2000-2001 Course Catalog, p. 22

English as a Second Language Program

> *"When I began here, I had to go everywhere with my husband. Now I can talk with my neighbors, get my driver's license, shop, and even take phone messages!"*
> *-BCC ESL Student*

In the 2001-02 academic year, BCC offered 48 sections of ESL classes in the Fall (864 students enrolled), 48 in the Winter, (917 students enrolled) and 40 in the Spring (644 students enrolled). With significant increases in the immigrant population in the BCC service area over the past five years, the ESL program makes a very real difference in the lives of people who otherwise would be unable to fully function in our English-speaking society. Not content to require students to come to the BCC campus to take classes, BCC reached out to the community, offering classes through the City of Bellevue, at Crossroads Shopping Center, and Covenant Shores home for seniors.

Professional Continuing Education

The Radiation Therapy program provides an annual Radiation Therapy Seminar at Bellevue Community College. In addition, a second radiation therapy seminar is offered through our clinical affiliate in Yakima. Between one-third and one-half of the radiation therapists in the state attend each year. The seminar is offered at a nominal charge ($90) and further discounted ($40) for those practitioners who are involved in teaching BCC radiation therapy students.

Education/Services Provided at No Charge

The College provides a number of services at no charge. Following is a sample of those educational and informational services.

- The Radiation Therapy program provides numerous continuing education opportunities at no charge to their participating clinical sites. In attendance are radiation therapists from Seattle Cancer Care Alliance, Radiation Oncology at Virginia Mason, Olympia Radiology, Providence Medical Center Everett, Overlake Radiation Oncology, and the University Of Washington. All of the classes qualify for continuing education credit by the national credentialing agency for radiation therapy (ARRT).

- The students in the College's Information Technology - Technical Support program installed, configured, and networked computers for Auburn Subaru/Volkswagen and System Heating and Air Conditioning last year. This provided an opportunity for the students to obtain hands-on experience and provided two businesses with needed technical support. Additionally, these same students repaired and networked ten computers at Crossroads Community Center and did the same work on eight computers at Whitman Middle School. All of this work was performed free of charge.

- French department faculty offer opportunities for former students and community members, fluent in French, to attend the French conversation groups with no enrollment requirement. Normally, during the regular academic year, they meet twice weekly.

- The BCC Art Gallery, located in the Library, hosts a variety of art exhibits, all of which are open to the general public free of charge.

- The Workfirst program sponsored a traveling art gallery to go to the Spiritwood Manor Boys and Girls Club. Called the BOOKMOBILE, this exhibit recalls the bookmobiles that bring books to isolated or place-bound communities by the offering of art, including a unique collection of books, to an audience that would not otherwise have an opportunity to see such items. Organizers estimate that 45 children, 12 parents, and 20+ non-residents toured the exhibit and remarked that it was a good community-building event.

Business and Industry Involvement

> *"The students [in BCC's WorkFirst program] are definitely competitive from a skills standpoint. What I like, and find unique, about BCC's program is that you provide the foundational training, as well as resources and opportunity, for students to take their skills to the next level through your advanced track. That and the business communications pieces are what are lacking in other programs."*
> *-Marcie Glenn, Business Operations Manager, Another Source*[20]

Bellevue Community College's involvement with business and industry takes many forms, including: participation of the community on the Advisory Committees of the professional and technical programs, provision of specially-delivered Contract Training, location of a Small Business Development Center at BCC, and participation of BCC faculty and staff on various business and industry organizations and committees.

Advisory Committees for BCC Professional/Technical Programs

Professional/technical programs at community and technical colleges in Washington State are required to have an advisory committee that meets at least twice per year to advise and comment on the program. BCC has over 250 people participating on its various advisory committees.

Addressing Workforce Shortages

BCC is continually scanning our local community, region, and the state for evidence of the need for trained and educated workers. In the most recent past, that has been in the Information Technology area; however, with the downturn in the economy (especially in that sector) the focus has now turned to health sciences where there is a critical shortage of nurses, radiologic technologists, and other healthcare personnel. The BCC Radiologic Technology program has increased the size of its cohort from 30 to 48, in order to help fill this essential demand. The needs are so great, in fact, that medical centers are offering scholarships and signing bonuses to BCC students to attract them. All BCC students from this year's graduating class were placed in Puget Sound positions, many of them at the medical centers that are affiliated with our program.

BCC Students as Interns

An internship provides an important educational and professional experience for students, while providing additional workers to business and industry. In some of the internships, students are paid, while in others they donate their time for the opportunity to gain professional experience. Twice per year, for a ten week period each time, the International Business Profession program provides opportunities for local companies to have unpaid interns who are students from outside the U. S. This is a very valuable experience for our international students and every year about 100 international students participate. This past year, 92 companies utilized BCC interns from the International Business Professions program.

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[20] Another Source is an employment expediter. They help companies find suitable employees faster than they might on their own.

BCC Business and Professional Training Institute

The BCC Business and Professional Training Institute is designed to respond to the needs of the local business community in a variety of ways, including:

- Offerings in every sector of business, such as software, management, language skills, technical communication, time management, team building and project management
- Providing a landmark destination for business learners and professional organizations - the new North Campus building at the juncture of two major Eastside highways
- Highly rated instructors selected for exemplary teaching and real life business experience
- Active advisory and focus groups guiding program development and keeping content current
- Registration and billing designed for ease of entry to businesses
- Training delivered on campus or at the work site
- Pricing in line with BCC's non-profit mission

During the 2001-02 academic year, over 220 classes were held in BCC's Business and Professional Training Institute, a 33% increase over the previous year. Over 4,300 people from 135 companies and municipalities were registered, a 50% increase from the prior year. The Eastside Cities' Training Consortium (ECTC) is composed of 31 municipalities partnering with BCC to offer a full slate of business and technology classes to members. The consortium represents approximately 4,400 employees eligible to take classes. The Institute continually works to strengthen its ties with local employers, and better serve them. Institute staff are active in regional chambers of commerce, venture, and high-tech associations. Input from advisory and focus groups brings rapid response and program development. Serving some of the very smallest start-ups and the very largest local employers in the span of one year, or even one business quarter, is business as usual for the Institute.

BCC Small Business Development Center

> *"Every day, we serve people who are changing the future of our economy and our region.*
> *-Corey Hansen, Director, BCC SBDC*

The BCC Small Business Development Center (SBDC) provided in-depth management counseling to 77 long-term clients, 85% of whom own existing businesses, in the 2001-02 year. Working with the Center, these clients received investments and loans totaling $1.5 million, created 53 new jobs, and saved 67 jobs that were in jeopardy. The Center also provided brief business counseling to another 1,000 people in the community, the majority of whom were seeking assistance to start a business. Recently, the Center Director heard from one of his clients who he had been working with for two years. This young man reported that his new company had $1 million in profits last year, with projections of $3 to $4 million for this coming year.

Partnerships and Participation of BCC Faculty and Staff in Business and Industry Organizations

It is a priority for BCC employees and programs to be out in our community, providing services and helping to strengthen the educational and economic vitality of our region. BCC's mission statement affirms that we will "meet the changing educational needs of our diverse community" and we will "be a leader and partner in the culture, technology, and business of our Eastside community."[21] Among the organizations in which BCC faculty and staff participate are: the King County Workforce Development Council, including three subcommittees on wage progression and skills gap, worksource systems development, and organizational development; the Bellevue Economic Partnership and the Bellevue Chamber, including a Recruitment and Retention Task Force, which helps with training needs; the Kirkland, Issaquah, Mercer Island Chambers of Commerce; the Greater Seattle Chamber Science and Technology Roundtable, and the University of Washington, Bothell Advisory Board.

BCC Enterprises: The Business Side of Higher Education

With an annual budget in excess of $86 million, over 2,500 employees, and over 23,000 students per quarter and about 38,000 students annually, BCC qualifies as a large business enterprise or even as a small municipality. Accordingly, the College provides many services, in order to make the educational experiences of our students and the working environment for our faculty and staff convenient and productive. Among these are: campus stores, which runs an office supplies "store" for the College, stocking frequently used and on-order items, purchased from local providers; the BCC Bookstore, which provides all textbooks and classroom supplies, as well as sundries and personal items for students, faculty, and staff; BCC Food Services, which provides 4,500 meals per day, 22,500 meals per week, and 270,000 per quarter; the BCC Student Union which provides and receives revenue from video games, vending machines, and BCC-owned telephones and ATM machines; and BCC Printing Services, which provides full-service printing at market rate prices for BCC departments, students, and faculty and staff. Table 7 contains information on the quantity of goods and services provided by BCC Enterprises for the 2001-02 academic year. Proceeds generated by BCC Enterprises are invested back into the College to further support student needs.

Table 7: BCC Enterprises Sales and Volume of Business, 1998-99

BCC Enterprise	2001-02 Sales	2001-02 Volume
BCC Campus Stores	**$381,272**	**2,518 employees**
BCC Bookstore	**$4,754,664**	**104,287 customers 78,444 textbooks sold**
BCC Food Services/ Student Union	**$1,164,454**	**900,000+ meals served per year**
BCC Printing Services	**$1,577,968**	**13,500,000+ copies**

Source: BCC Budget Office, Individual Departments

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[21] BCC Mission statement

Immeasurable Impacts

> *"the Young Scientists' Celebration at Stevenson Elementary [was] one of the most remarkable days we have ever had at the school. It is rare to see the children so excited about learning. We all had a blast! I can't recall seeing the children so engaged....Suffice it to say that everyone got caught up in the spirit of the day – and that is what made it a Celebration we will remember. Science is cool – but only because cool scientists like you make it so!"*
>
> -Mike Olsson, PRISM volunteer, Stevenson Elementary

There are many intangible activities in which BCC employees and students engage, which cannot really be measured, but are nevertheless important to our community. This section of the report provides a glimpse of the variety and extent of these, so that a more well-rounded picture of institutional contributions can be visualized.

Community Service of BCC Students, Faculty and Staff

- The BCC Holiday Giving Tree is an annual event where BCC student families are sponsored by the College. This past year, the sponsored families were from the WorkFirst program, single mothers who are working and attending school in order to provide a better life for their children. The family members submit "wish lists" and they are placed individually on a tree where staff can see the age and gender of the recipient, plus what they asked for. A wide variety of items is given and all wish lists have always been filled, with monetary contributions left over. The monetary value of the donations is in excess of $1,000. Also this past year, the BCC Childcare Center had a need for items that families are unable to supply on a regular basis, such as mittens and changes of clothing, and many items were given by BCC faculty and staff.
- Students from the BCC Nursing program are regularly out in the community. In the 2001-02 year, during the nursing students' Pediatric rotation, they worked with students in the Health Occupations program at Sammamish High School. Nursing students also continued with their observations of growth and development, play, and interaction with others at Childhaven and a paper written about their observations was given to the Health Coordinator of the Childhaven programs. Nursing students continued with health screening for the Head Start Program at the BCC Early Learning and Family Childcare Center and for Nurses Week, two of the sophomore students, along with nursing faculty, were available to answer questions about the nursing program for the employees of Overlake Hospital.
- BCC began a program of service learning in 2001. During the 2001-02 academic year, 339 students participated in over 5,000 hours of service to 54 community agencies. According to the website of the program (http://www.bcc.ctc.edu/servicelearning/html/index.html), "Service learning combines classroom instruction with community service, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning is a mutually beneficial educational program where students can apply classroom-developed skills in a real world; on-campus or off-campus setting with a community based organization." A service learning project is part of a formal academic class and ties in with the classroom instruction and learning outcomes for that course. Partners with BCC in service learning this past year include: HopeLink, the City of Bellevue Parks Department, Friends of Youth, Robinswood Pointe Senior Living, and Stevenson Elementary.

- Support for the Expanding Your Horizons program has been provided by BCC for a number of years. This is a program designed to stimulate interest in science and technology for middle/high school girls. BCC donates the use of our facilities and equipment for two days and administrative and classified staff donate time to the organization and coordination of this program.
- Every other year, BCC scientists join forces with the teachers at Stevenson Elementary School in a "Young Scientists" celebration. On February 13, 2002, a group of BCC scientists did an all-school science assembly to kick off a three-month focus on science. During the February-May period, different faculty members worked with teachers at Stevenson to develop science projects. The focus concluded with an all-day young scientists celebration on May 23rd. Ten faculty members, as well as about ten BCC students, conducted science modules at Stevenson.
- In addition to the "Young Scientists" program, faculty from the Math and Biology departments made periodic visits to classrooms at Stevenson.
- For several years, three BCC faculty have had the responsibility of selecting the outstanding graduating Eastside high school scientist in *The Eastside Journal's* "Outstanding Class Acts" event.
- Earlier in this report, the monetary contribution of BCC's international students was recognized. Another critical contribution the international students make is toward the cultural diversity, not only of BCC, but of the larger community. The homestay program for the intensive English language course of study places up to 150 students annually with families in the community. While these students pay for their room and board, they enrich the lives of their host families and are further enriched themselves by being part of a real American family. Well over a thousand Eastside families have participated in homestays and most do it for the cultural experience, even though they receive remuneration. A large number of these families have visited their international adopted family in their home countries and marvel at the warm reception they receive and the life -long relationships they make around the world. International students in the classroom reflect the international mix in our surrounding businesses/workplaces, and local American students benefit from International students in the classroom by having the opportunity to learn about other parts of the world from people who live there, increasing understanding of diverse cultures. Long-lasting friendships developed in college reward people's lives and may provide future business relationships.
- The Conversation Partners Program matches students studying foreign languages with international students who speak the language. Sixty to 80 students participate per quarter, leading to friendships and cases where the American students have visited the home countries of their partners and studied and stayed with their families. In addition to this, service learning classes and other activities at BCC use volunteer projects to get the students involved in the community. This past year International students participated in projects for Habitat for Humanity, Starlight Children's Foundation, and Pasado's Safe Haven.
- The Parent Education program stresses not just what happened last year; but rather what happens in the future for parents. Many of the parents who participate in this program go on to be PTA leaders, possibly because the leadership component provides training and opportunities to lead that give people experience and self-confidence. When it's time to volunteer for K-12 helping opportunities, often BCC Parent Education program participants are ready to take on these tasks.

Articulation Consortium
Bellevue Community College initiated and has been a member of an Articulation Consortium of school districts and community and technical colleges serving East King County since 1999. The mission of the consortium is to provide a forum for discussion, issues clarification, and problem-solving to improve and enhance access, to insure student success at all levels, and to create a seamless system of student assessment and learning activities, providing a smooth transition from high school to college.

The consortium develops processes to coordinate and to facilitate dual credit/dual enrollment programs, to improve college readiness, enhance articulation options across disciplines, become knowledgeable partners in state high school and graduation reform efforts, and to generally provide more options for students from participating districts in both 2+2+2 and career training options. Over the past two years, baccalaureate representation has been added.

The current membership of the consortium includes: the Bellevue, Issaquah, Lake Washington, Mercer Island, Northshore, Riverview, and Snoqualmie Valley School Districts; Cascadia Community College, Bellevue Community College, Lake Washington Technical College, University of Washington-Bothell, Seattle Pacific University, and City University. The consortium meets twice quarterly and is co-chaired by a school district and college representative.

Cultural Activities

- For the past three years, BCC has been one of the co-sponsors of the annual Eastside Nihon Matsuri, a celebratory festival of Japanese culture.
- BCC partnered with the Bellevue Art Commission to create artwork for the new BCC Early Learning and Family Childcare Center. This provided an opportunity for our public art students to design and install their own work, thus enabling them to better compete and win public art projects in the future.

City of Bellevue
BCC has partnered with the City of Bellevue since the early 90's with the cable TV channels. In this partnership, BCC and the City share the cost of the equipment needed to keep the College Channel, (Ch. 28) and the City channel (Ch. 21) on the air. BCC also provides the engineering support for both channels with our Media Maintenance department. In addition to this, BCC supplies the personnel for the city to produce programs for the City channel. Students from the Advanced Track Video Production Certificate Program serve as the production staff for all the productions for BCC and the City. The students gain valuable hands-on experience producing professional-quality television programs and the City gets professional-quality programs that benefit all the citizens of Bellevue. As a part of this effort, the City has put a significant amount of money into the production equipment – cameras, editing equipment, etc. – that is used for all the productions for the College and the City. Again, the beneficiaries are the students who have the opportunity to work with high-quality equipment and all the citizens of Bellevue who receive access to professional-quality programming.[22]

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[22] Content from Rick Otte, BCC Director of Television Services

I. Introduction

> *"What sculpture is to a block of marble, education is to the soul."*
> *-Joseph Addison*

If asked, few people would question that the presence of an institution of higher education enhances the community in which it is located. Naturally, ***anyone*** would wish to have a college located in their area. But beyond this immediate, feel-good statement is the more meaningful question of "Why?" **Why** is it good and what does a college, particularly a community college, do for a community? What impact does it really have?

Bellevue Community College began in 1966, under the jurisdiction of the Bellevue School District. From our initial 523 students, we have grown to serve over 38,000 students per year at 89 sites. BCC prides itself on its responsiveness to community needs, adding programs in locations most convenient to our students and in subject areas that are in greatest demand. We take great pride in the quality of the education and training we provide as well. First-rate faculty and staff come together to serve students who range in abilities from those who cannot yet speak English to those who are at the top of their high school graduating class and will leave BCC to go on to a four-year institution. BCC is a thoughtful institution, continually examining its educational efforts in order to improve and expand to benefit the citizens of our community. The purpose of this Community Impact Study is to establish, by quantitative and qualitative measures, just how valuable BCC is, to both our immediate community, and the larger surrounding area.

Numerous studies have been done, attempting to establish the economic impact of a college or university on its community.[23] These studies generally include the application of a multiplier effect for the institution's expenditures, such that for every dollar spent a certain number of dollars are "recreated" in the community. In higher education, these multipliers range from less than 1.0 to 2.0. Despite the precedence of these studies, Bellevue Community College chose not to conduct a true economic impact study for two reasons: a highly-regarded local economist feels strongly that it is an inappropriate use of this technique, and an extensive review of the literature on these studies by two other economists supports the first recommendation. Instead, we have constructed a ***Community Impact Study***, containing many of the elements of an economic impact study, but stopping short of claiming responsibility for "regenerated dollars" using a multiplier. Interestingly enough, in the report from one of the community colleges that *did* choose to utilize a multiplier in an economic impact study, they state that, "Its greatest value [the community college] is the payback in an educated and financially successful citizenry, who in turn pay taxes and contribute in many significant ways to the regional economy."[24]

The literature review and analysis, which argues against using true economic impact analysis for certain institutions of higher education, talks about two types of local economic impacts.[25] There are "short-term expenditure impacts on the host economy and long-term knowledge impacts on the labor force and industrial vitality of the local area." They further state that "colleges in large communities serving a primarily local market have high knowledge impacts and low expenditure impacts."[26] **Bellevue Community College is a high knowledge impact institution.**

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[23] Examples include Sinclair Community College, Portland State University, and Portland Community College.

[24] Portland Community College, Economic Impact Study

[25] "The Local Economic Impact of Higher Education: An Overview of Methods and Practice," Kevin Stokes and Paul Coomes, AIR Professional File, Number 67, Spring, 1998.

BCC enrolls students from outside the College's service area and, indeed, from outside the state and the nation. To the extent that these are "imported people," spending their tuition dollars at BCC, instead of another area community college, and likely purchasing products and services in the local community, then BCC does possess that level of economic impact. The grant and contract funding that comes from outside our service area also is contained in the economic impact equation, as it is money that comes from outside the area and, in the absence of the College, would (presumably) not be available.

In the review of economic impact studies in higher education, the authors argue strongly that "enhanced human capital" is certainly the business and the ultimate effect of higher education. "College students receive knowledge and greater technical ability. This increase in their human capital translates into higher productivity and greater earnings for themselves with multiplied financial impacts on the community. Increases in knowledge also have great benefits for the general society as well...Some of the benefits commonly cited are a better functioning democratic process stemming from greater voter literacy, more enlightened citizens who make society a more pleasant place to live, better government services to the community, more rapid technological growth, improved community sanitation techniques and facilities, reduced crime rates, and reduced fire hazards. Labor economists have pointed out that colleges also provide a valuable screening and signaling function for employers. By testing and grading students, colleges reduce the search costs of employers."[27] These are among some of the more difficult benefits to quantify and attribute to any one institution.

The BCC Community Impact Study demonstrates, in a concrete and quantifiable way, the contributions the College makes to our local community (known as our service area), King County, and, in some cases, Washington state. The study also portrays the more intangible aspects of the College, which have great value, but are less easily quantified.

The successful completion of this report was based on the cooperative effort of many BCC administrative units. A vast array of data has been assembled and it is through the cooperation of College employees that this took place. In an attempt to make the data as comparable and current as possible, staff were asked to provide figures for the 2001-02 academic year. In some cases, this was not possible and the best available data were used. This is noted in the text; however, it is expected that the effects of this are negligible in terms of comparability.

This study was conducted by the Office of Institutional Research. Comments and questions should be directed to Valerie Hodge, Director, (425) 564-3152.

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[26] Ibid, pg. 1
[27] Ibid, pg.2

II. Bellevue Community College and Its Place in the Larger Community

> *"College graduates create external benefits for other workers in the labor markets where they locate as adults, regardless of whether they work in the specific fields that the state's economy specializes in…Wages of both high school and college graduates are positively correlated with the share of college graduates in the local labor market. Also, college graduates earn more than other workers and therefore pay higher taxes to the state. College graduates are also more likely than other workers to start new businesses, which generate jobs for other workers and raise demand for labor."*[28]

Bellevue Community College was founded in 1966. With the passage of the Community College Act of 1967, BCC became District VIII of the state system of community colleges, serving the public school districts of Bellevue, Mercer Island, Issaquah, Snoqualmie Valley, Lake Washington, Riverview, and Skykomish, an area of approximately 817 square miles, including all or parts of the cities of Bellevue, Issaquah, Kirkland, Redmond, Medina, Sammamish, Snoqualmie, North Bend, Skykomish, Mercer Island, Clyde Hill, Hunts Point, and Yarrow Point.

With the opening of Cascadia Community College in Fall, 2000, the Lake Washington and Riverview school districts were removed from the official BCC service area; however, the College continues to serve any Washington resident, regardless of residential location, and it is expected that many residents from these two areas will continue to enroll at BCC. This will occur due to the geography of the region, which, from some locations, makes it easier to get to BCC than other colleges; the inertia resulting from the 30-year history of BCC's existence; and the excellence of our educational programs. A list of the zip code areas that comprise the BCC service area may be found in Table II-1.[29]

Table II-1: BCC Service Area by Zip Code

Bellevue	98004, 98005, 98006, 98007, 98008, 98009*	North Bend	98045
	98015*	Preston	98050*
Carnation	98014	Redmond	98052, 98053, 98073*
Fall City	98024	Renton	98059
Hobart	98025	Sammamish	98074, 98075
Issaquah	98027, 98029	Skykomish	98288
Medina	98039	Snoqualmie Pass	98068
Mercer Island	98040	Snoqualmie	98065

* *Zip code reserved for PO boxes*

The BCC campus was built in three main stages: in 1969, 1972, and 1975. Numerous additions to the campus facilities were constructed in the 1990's. A new facility for campus operations and a

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[28] "In-State versus Out-of-State Students: The Divergence of Interest Between Public Universities and State Governments," Michelle J. White, UC-SD, September, 2001, p.3

[29] These zip codes correspond to the zip codes contained in the four school districts that compose the official BCC service area.

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new classroom/office building (the largest of all the buildings on campus) were opened in Fall, 2001 and a new and expanded childcare center opened in Spring, 2002. In all, the College campus consists of 96 acres of land and over 500,000 square feet of facilities. In addition, another 87,000 square feet of facilities was leased off-campus in 2001-02.

Demographics of the BCC Service Area

The BCC service area is composed of 438,612 people, 180,706 housing units, and 171,875 households. The average income of people employed in our service area is $47,278 with the software companies included and $41,373 with the software companies excluded. There are 10,162 employers and 151,030 people employed in the service area (Table II-2). The BCC service area accounts for 12 percent of the employers, and 13 percent of the employment and total wages for King County. Sixteen percent of the Business Services sector employers (software is included in this category) are located in the BCC service area.

Table II-2: Bellevue Community College Service Area Employment, 2000

Industry	# Employers	Employment	Total Wages	Average Wage
Agriculture	199	1,531	$42,673,371	$27,868
Mining	5	125	$5,342,211	$42,681
Construction	865	8,477	$376,732,206	$44,441
Manufacturing	224	8,683	$511,940,457	$58,960
Transportation & Utilities	281	9,087	$549,293,398	$60,448
Wholesale Trade	1,095	10,100	$697,950,788	$69,104
Retail Trade	1,427	32,380	$955,162,111	$29,499
Finance, Insurance, Real Estate	1,243	13,185	$723,432,931	$54,868
Services	4,769	58,579	$2,991,475,847	$51,067
Government	54	8,883	$286,344,658	$32,237
Total	10,162	151,030	$7,140,347,978	$47,278
Total without Software	9,594	137,468	$5,687,426,303	$41,373

All jobs covered by unemployment insurance are included. Major exclusions include self-employed, sole proprietors, 100% sales commission agents such as most insurance and real estate agents, the military, work study students, casual labor, and unpaid family workers. Most corporate officers are also exempted.

Source: Employment Security

Residence of BCC Students and Employees

In Fall, 2001, 43 percent of our students were residents of the BCC service area. The top ten zip codes for both state and contract students (essentially credit students) and all students (including continuing education students) may be found in Tables II-3 and II-4.

Table II-3: Residence Zip Codes of State and Contract Students,
Fall 2001
Top Ten ZIP Codes

Top 10 Zip Codes For 2001	2001	% of Total
98006	964	7.5%
98007	933	7.3%
98052	876	6.8%
98008	623	4.9%
98027	536	4.2%
98034	518	4.0%
98004	490	3.8%
98005	478	3.7%
98033	453	3.5%
98056	438	3.4%
Total Zips	12,841	49%

Table II-4: Residence Zip Codes of All Students,
Fall 2001
Top Ten ZIP Codes

Top 10 Zip Codes For 2001	2001	% of Total
98052	1,530	7.7%
98006	1,518	7.6%
98007	1,306	6.5%
98008	957	4.8%
98004	908	4.6%
98027	865	4.3%
98033	830	4.2%
98005	794	4.0%
98034	778	3.9%
98040	700	3.5%
Total Zips	19,949	51%

In the 2001-02 academic year, over one-third of the College's employees were residents of the BCC service area, with over 80 percent living in King County (Table II-5).

Table II-5: Zip Code Residence of BCC Employees

Area of Residence	Number of Employees	Percent of Total
98004	56	2.2%
98005	81	3.2%
98006	169	6.7%
98007	165	6.6%
98008	128	5.1%
98009	3	0.1%
98014	9	0.4%
98015	5	0.2%
98024	9	0.4%
98027	88	3.5%
98029	45	1.8%
98039	6	0.2%
98040	46	1.8%
98045	34	1.4%
98050	1	0.0%
98059	30	1.2%
98065	13	0.5%
98073	1	0.0%
BCC Service Area Total	898	35.7%
King County	2,066	82.1%
Total Employees	2,518	100%

Source: BCC Human Resources

Facilities

In its 96 acres and 504,022 square feet of buildings, BCC possesses numerous venues, which are available to the community, often at a nominal charge or no charge at all. Among these facilities are: classrooms, parking lots, the Carlson Theatre, gym, student union/café/cafeteria, and the baseball, soccer, and track fields.

In 2001-02, there were 486 separate uses of BCC facilities for non-BCC functions. The number of days for each function ranged from 1 to 37 days each. **Over 93,000 people attended these functions**, organized by 275 different organizations, for a total of 8,236 hours (Table II-6). Facilities' use brought in $304,136 in revenue to the College, with various facilities being used for a total of 1,488 days. Over 30 different types of activities occurred, with non-BCC classes and seminars being the largest hourly user (2,022 hours), followed by programs for children (1,402 hours) and religious organizations (1,204 hours). Classrooms saw the heaviest daily use (940 days), followed by the gym (197 days) and the Student Union and/or Café (121 days, Table II-7). Over 50 different classrooms were utilized.

Table II-6: Organizational Use of BCC Facilities, 2001-02

Type of Organization	# Hours Used
Non-BCC Classes and Seminars	2,022
Programs for Children	1,402
Religious Organization	1,204
Sporting Events	947
Testing and Test Preparation	743
Meetings	380
Non-BCC Shows of Various Types	359
Social Events	206
Non-BCC Concerts	188
Retail Uses	124
Rehearsals for Non-BCC Events	88
Promotion of Various Organizations	58
School or School-Related Organization	56
Job Fairs	21
Miscellaneous Uses	438
Total	8,236

Source: BCC Campus Operations

Table II-7: Facilities Used by Quantity of Days Used

Facility Type	# of Days Used
Classroom	940
Gym	197
Student Union and/or Café	121
Theater	78
Meeting Rooms	58
Athletic Fields	52
Planetarium	40
Other	21
Cafeteria	18
Parking Lot	15
Unduplicated Room Total	1,488

Note: The table total is slightly more than the unduplicated room total as the number of days overlaps among room categories.

Sites of services

BCC provided educational services at 89 sites in the 2001-02 academic year. These sites are located throughout the BCC service area and beyond and include clinical sites utilized by the students in the Health Sciences programs for their practicums at hospitals, clinics, and physician's private practices. A full listing of the sites is included at the end of this document.

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III. Short-term Community Impacts

> *"All else equal, the larger the [non-state] revenue sources [to the College] relative to state and local government revenues, the larger will be the relative economic payback to the taxpayers."*[30]

BCC's presence in the community creates several short-term economic impacts including: the revenues and expenditures of the College itself, expenditures made in the community by College employees, student expenditures in the community, and educational expenditure savings provided by the College to students.

College Revenues

Unlike many states, where community college funding is based on local property taxes, and where the local community is itself funding the community colleges, there is no local property tax to support community colleges in Washington State. The funding from the taxpayers of Washington State, which BCC receives, comes from the state general fund and from the state's capital fund (in the case of construction dollars). Because of this situation, to each individual community on its own the state funding is, to an extent, "external" to our local community. In the 2001-02 fiscal year, **less than one-fourth (24.6%) of College revenue was derived from the state general fund**. This proportion is very low and would likely come as a surprise to many taxpayers of Washington state. A comparison to the community colleges of Texas shows that 41 percent of their revenue comes directly from the state, plus another 25 percent from local government, affording them two-thirds of their revenues. For BCC, the next largest proportion after the state general fund came from self-support programs (Continuing Education and International Students), with similar amounts from grants and contracts and the College's ancillary enterprises (food services, bookstore, etc.)

Table III-1: Bellevue Community College
Actual Resources, 2000-01

Revenue Source	Amount	% of Total
State of Washington Appropriations - General Funds	**$21,291,084**	**24.6%**
Self-Support Programs	$14,525,369	16.8%
Grants and Contracts	$9,610,687	11.1%
Ancillary Enterprises	$10,199,174	11.8%
Operating Tuition and Investment Income	$8,665,641	10.0%
Student Aid	$6,248259	7.2%
State of Washington Appropriations - Capital Funds	$13,603,811	15.7%
Associated Students	$1,199,771	1.4%
Local Capital Donations and Investment Income	$1,087,513	1.3%
Total Actual Resources	$ 86,431,309	100.0%

Source: BCC Finance Office

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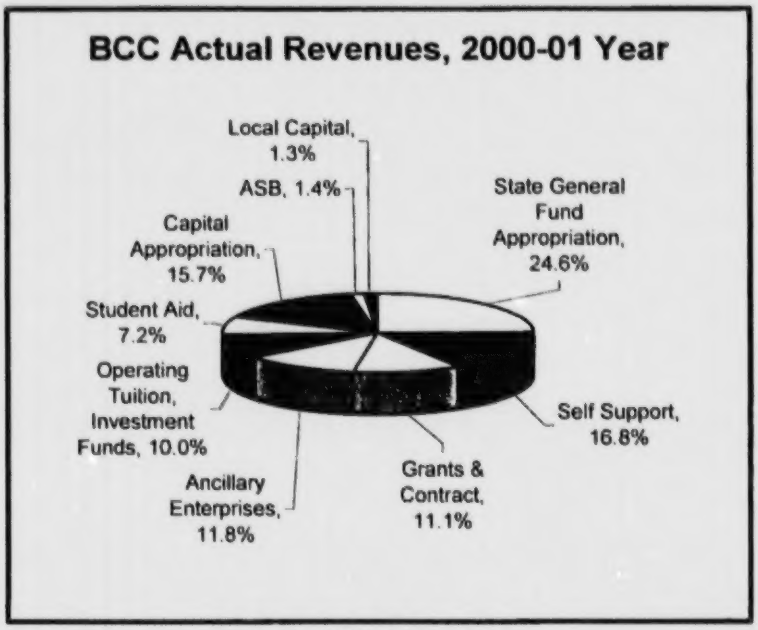
[30] "The Socioeconomic Benefits Generated by 50 Community College Districts in Texas," report by CCBenefits, Inc., p.22

Figure III-1



Source: BCC Finance Office

Grants Received by the College

> *"Thanks to [the BCC TRIO program] I have been able to get where I am today."*
> -BCC first-year student, participating in TRIO, receiving his/her first 4.0 GPA ever

The College has a very active grants office that has been extraordinarily successful in obtaining outside funding so that BCC can continue to provide the leading edge programs that our community has come to expect. In the 2001-02 academic year, BCC received over $4,000,000 in funded grants, which served over 180,000 people (Table III-2).[31] Ninety-nine percent of this revenue came from outside the BCC service area. One of the on-going grants the College has that was received just prior to the 2001-02 academic year is from the federal TRIO program. This $190,000, four-year grant provides student support services to low income, first generation, and students with documented disabilities, so they can complete college successfully. Without these services, it is likely that these students would not complete college, in which case they would be destined for low-paying jobs and the community would be denied these additional trained and educated workforce members.

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[31] This is a conservative figure and excludes casual users (for example, library patrons) and the grants that have a national impact and whose student impact numbers cannot be calculated.

Table III-2: Summary of Grant Funds Received by BCC in 2001-02

Type of Grant	Number of People Served	Grant Amount
Adult Basic Education/ESL	707	$104,119
Arts (non-local)	1,210	$12,000
Arts (local)	240	$20,500
Career Transition Programs	1,950	$4,500
Childcare Facility	400	$157,248
Commuter Challenge	314	$30,000
Computer Science	3	$16,000
Computer Training at Spiritwood	315	$41,319
Enhance Articulation Among Sectors	1,000's of students over time	$217,500
ESL Civics Instruction	40	$25,000
Expand High Demand Programs	432	$29,700
Expand Short-term Health Care Training	95	$150,000
Expand Software Testing Program	35	$146,848
Expand Web Application Development Program	225	$96,000
Library	300,910	$50,000
Low income, first generation students	200	$24,632
Low income students to train in high demand occupations	62	$34,631
Low income students professional/technical training	15,100	$228,951
National Workforce Center for Emerging Technologies	1,000's nationally and locally	$358,069
Radio Station	70,000	$188,336
Service Learning	339	$11,399
Tech Prep Program	4,700	$190,000
Theatre	85,000+	$15,000
Wired/Wireless Telecommunications Program	50	$174,000
Worker Retraining	678	$1,175,561
Workfirst/Workplace Basics	1,415	$770,556
Total	183,510	$4,271,869
Total Revenue from Outside the BCC Service Area		$4,246,869
Percent of Revenue from Outside the BCC Service Area		**99%**

Source: BCC Grants Office

The BCC Foundation

In addition to the grants office, the BCC Foundation actively solicits monetary and other types of donations on behalf of the College. In the 2001-02 year, nearly 2,000 gifts were made, totaling $1,225,913. Over half of the gifts (but not half the total amount) were from faculty and staff, who realize how important it is to supplement the College's revenues. In addition, 116 corporations, 271 individual donors outside the College, and 277 community organizations donated to the BCC Foundation.

Total Expenditures

The various expenditure categories related to community impact are: college expenditures, employee expenditures, and student expenditures. The details for each of these are included below. The total expenditures for these three combined is $107,359,758. This includes BCC expenditures in Washington state with salaries and benefits removed in order not to count them twice (expenditure amount: $42,092,485.), employee expenditures which include just those employees who live in the BCC service area (expenditure amount: $15,960,448), student expenditures of $40,564,719 (those which would be lost if BCC were not here), and international student expenditures (very conservatively estimated) of $8,742,106.

College Expenditures

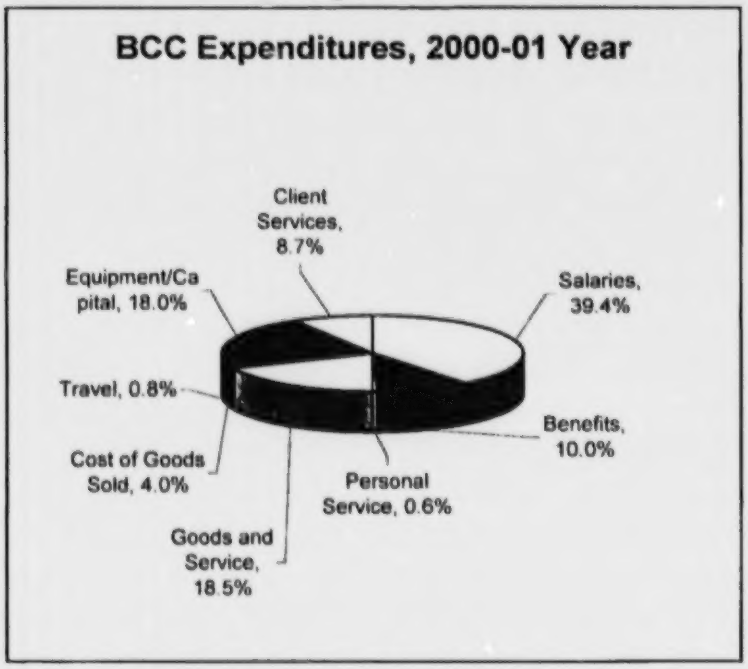
The College expended over $83 million in the 2000-01 year (Table III-3, Figure III-2). As with most organizations, the largest portion of those expenditures (39%) was for salaries of faculty and staff. When combined with the benefits of employees, this area accounts for nearly half of the College's expenditures.

Table III-3: BCC Actual Expenditures, 2000-01

Expenditure Category	Amount	% of Total
Salaries	$32,768,925	39.4%
Benefits	$8,274,269	10.0%
Personal Services	$480,715	0.6%
Goods and Services	$15,401,700	18.5%
Cost of Good Sold	$3,301,370	4.0%
Travel	$693,345	0.8%
Equipment/Capitalized Assets	$14,967,019	18.0%
Client Services/Financial Aid	$7,248,337	8.7%
Total Actual Expenditures	$83,135,680	100.0%

Source: BCC Finance Office

Figure III-2



Source: BCC Finance Office

In 2001-02, the College spent over $6 million on goods and services. A little over $37,000 was identifiably spent in the BCC service area and a total of $225,084 was spent in Washington state. It is extremely difficult to isolate these expenses, as companies we might think of as local receive their payments at an address outside the BCC service area or even outside the state.

Employee Expenditures

Nationally, about 69 percent of employee gross pay is reflected in net pay. For BCC employees in the 2001-02 academic year, it was 70 percent (Table III-4). The College paid $42,354,998 in gross pay in the 2001-02 year, with $29,749,607 in net pay to those employees. Of this net pay, $15,960,448 (38 %) was paid to employees who live in the BCC service area. Over $20 million was paid to employees living in King County, but outside the BCC service area, and over $4 million more was paid to employees living outside King County, but still remaining in Central Puget Sound. While it is not possible to determine exactly where employees spend their money, it is likely that for those who live in the BCC service area, most of it is spent there and for those who do not live in the BCC service area, another good portion is spent on goods and services in the BCC service area due to the convenience of shopping, car maintenance, etc. in and around the work day.

Table III-4: BCC Employee Pay by Zip Code
2001-02 Year

BCC Service Area	Gross Pay	Net Pay
98004	$763,665	$552,434
98005	$1,312,611	$900,272
98006	$2,831,904	$1,991,579
98007	$2,210,805	$1,641,339
98008	$2,276,274	$1,590,025
98009	$39,350	$30,489
98015	$247,117	$166,352
98024	$119,110	$82,542
98027	$1,639,936	$1,133,523
98029	$609,744	$459,080
98039	$135,871	$85,850
98040	$917,497	$629,363
98045	$858,718	$589,640
98050	$48,712	$26,477
98059	$587,949	$430,590
98065	$180,952	$133,205
98073	$12,748	$9,811
98074	$699,530	$497,241
98075	$467,957	$323,790
BCC Service Area Total	$15,960,448	$11,273,599
Percent from the BCC Service Area	38%	38%
King County, excluding the BCC Service Area	$20,623,037	$14,429,518
Pierce/Snohomish Counties Total	$4,018,950	$2,826,970
Rest of Washington State Total	$1,279,804	$915,179
Outside Washington State Total	$472,759	$304,341
Total Employee Pay, All Areas	$42,354,998	$29,749,607

Source: BCC Payroll Office

Student Expenditures

Local student spending is particularly important if students would have left the area or not attended college if BCC were not here. If BCC were not available to them, students would have to go west, north, or south of Lake Washington to go to a community college, where they could remain in the County, but not the BCC community service area. If they went north of the College, they would have to go right to the Snohomish County line to attend another community college, the next closest one being the newest in the system, Cascadia Community College. The closest college to BCC is Seattle Central Community College, just 11 miles away, but across Lake Washington (Figure III-3). Cascadia is about 16 miles from BCC, as is South Seattle Community College. The next closest college is North Seattle (17 miles) and all of the others in King County are 20+ miles from BCC. Lake Washington and Renton technical colleges are each about 10-12 miles from the College, but their mix of programs is such that attendance at BCC or one of the technical colleges is not interchangeable. Since there are seven other community and two technical colleges in King County, if BCC did not exist, students would either attend another area community college, outside of the BCC community, or forego attending college. If the students actually relocated due to the absence of BCC, their spending in the community represents an addition to the local economy. If the students would continue to live in the BCC community, yet commute to attend a community college, expenditures they make daily would be subtracted from the local economy. If students, in the absence of BCC, would neither relocate nor attend a community college, then this is a loss in long-term economic impact generated by the knowledge impact they would have in the local (and non-local) economy.

In the 2001-02 academic year, it is estimated that BCC students spent over $60 million in the local BCC community. If BCC did not exist, there would potentially be $40,564,719 subtracted from the local economy from expenditures students now make that they would make elsewhere. This is derived from the community expenditures which service area and non-service area students make currently (Table III-6).

Figure III-3

Locator Map of Local Community, Technical Colleges

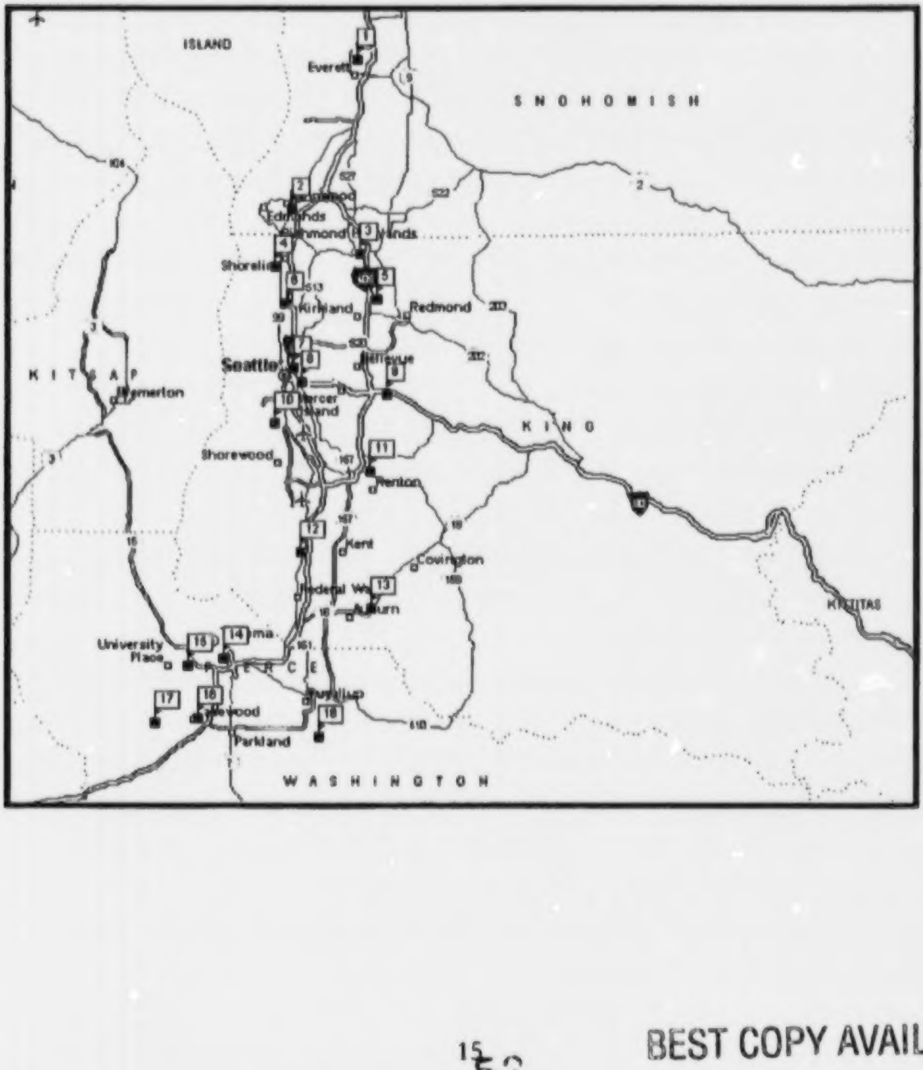


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Table III-5: Distance of Community and Technical Colleges in King, Snohomish, and Pierce Counties from BCC

Map#	Community or Technical College	Miles from Bellevue Community College
1	Everett Community College	29.2 direct, 34.3 by road
2	Edmonds Community College	18.2 direct, 26.7 by road
3	Cascadia Community College	12.5 direct, 16.4 by road
4	Shoreline Community College	14.6 direct, 21.9 by road
5	Lake Washington Technical College	8.3 direct, 11.9 by road
6	North Seattle Community College	11.6 direct, 17.4 by road
7	Seattle Central Community College	8.6 direct, 10.8 by road
8	Seattle Vocational Institute	7.5 direct, 10.1 by road
9	Bellevue Community College	0.0 direct, 0.0 by road
10	South Seattle Community College	10.1 direct, 16.6 by road
11	Renton Technical College	6.9 direct, 10.0 by road
12	Highline Community College	15.6 direct, 20.0 by road
13	Green River Community College	18.7 direct, 26.1 by road
14	Bates Technical College	27.0 direct, 36.2 by road
15	Tacoma Community College	29.1 direct, 39.7 by road
16	Clover Park Technical College	32.5 direct, 41.2 by road
17	Pierce College – Fort Steilacoom	35.2 direct, 44.6 by road
18	Pierce College – Puyallup	30.2 direct, 35.5 by road

Source: MapPoint

Table III-6: Community Expenditures of BCC Students, 2001-02 Academic Year

Students From the BCC Service Area	
Students from BCC Service Area	7,523
Individual Student Monthly Community Expenditures	$646*
Total Monthly Student Community Expenditures	$4,859,858
Total 9-Month Student Community Expenditures	$43,738,722
Students From Outside the BCC Service Area	
Students from Outside the BCC Service Area	5,318
Individual Student Monthly Community Expenditures	$351**
Total Monthly Student Community Expenditures	$1,866,618
Total 9-Month Student Community Expenditures	$16,799,562
Total Student Expenditures	$60,538,284
Possible Pattern of Current Student Expenditures If BCC Did Not Exist	
Service Area Students Who Don't Relocate and go to College Elsewhere, 9-Month Expenditure Loss	$23,765,157
Non-Service Area Students Who go to College Elsewhere, 9-Month Expenditure Loss	$16,799,562
Total 9-Month Expenditure Loss	$40,564,719
Service Area Students Who Don't Relocate and Don't go to College Elsewhere, 9-Month Expenditure Loss	$0 monetary, large knowledge impact loss

*This excludes tuition and books and supplies, which would normally be purchased at BCC.

**This excludes the rent/utilities category that, for students residing outside our service area, would presumably be spent outside as well. (Source: BCC Financial Aid Office)

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In addition to our resident students, BCC has a large population of international students (778 in 2001-02) enrolled for English language courses or, for those whose English skills are at a higher level, for regular credit classes. The economic contribution these students make comes not only from outside the BCC service area, but from outside the United States. In the 2001-02 academic year, international students taking credit courses spent an estimated $5,742,106 in our community. This includes living expenses and all other expenses, but excludes tuition, which in this study is included under the College revenue category. Also excluded from this are expenditures international students might make for automobiles and expenses related to the cost of those automobiles. For the students enrolled at BCC in our intensive English language program, the economic contribution to the community is estimated at $3 million, also excluding tuition. The total expenditures then for all International Students were $8,742,106.

An important clarification with regard to international students' expenditures is that the College really has no way of documenting these expenditures beyond what they are required to bring to this country. They are required to prove that they possess the estimated living expenses of $17,220 plus tuition and books and supplies per year. What they actually spend for travel, entertainment, clothing, and gifts is estimated to be vastly beyond what is included in the $17,220, in many cases double that amount, but absent documentation, those expenditures cannot be included here. Examples of this include: 99 percent of the students buy computers once they arrive, 90 percent purchase automobiles (with the associated insurance and maintenance expenditures), and these students travel extensively, as an integral part of the American educational experience.

Student Expenditure Savings

A primary method for BCC to contribute to the short-term economic benefit of our students is to save them money while they are in attendance. The College accomplishes this in several ways, including: being less expensive in terms of tuition and fees than a four-year institution; not charging a per credit fee for students who take 11 to 18 credits per quarter; providing federal, state, and local financial aid; waiving tuition for specific populations; provision of free classes; dual credit classes; on-site childcare; and continuing education classes, offered at very competitive rates.

BCC Attendance as the First Half of the Baccalaureate Degree

One of the common ways in which students can attain a Baccalaureate degree in Washington State at a reduced cost is to attend a community college for the first two years and then transfer to one of the four-year institutions. Many BCC students transfer to the University of Washington, because of its reputation and its proximity to BCC. At any one time, there are about 1,000 former BCC students attending the University and about 500 transfer each year. The information contained in Table III-7 delineates the cost of going to BCC versus attending the University of Washington. The savings that accrue to students who elect to attend BCC for the first two years, prior to transferring to the University of Washington, are $2,213 in tuition and fees per year. Each student would save $4,426 in the two-year period. These savings are substantial for individual students, but especially impressive when applied to the number of students at BCC who transfer or say they intend to transfer. For the 1,000+ former BCC students currently attending the University of Washington, this represents a savings of $4,426,000. In the 2001-02 academic year, for the 7,705 students at BCC who said they were here preparatory to transferring to a four-year institution, the savings would be over $17 million for one year and $34,102,330 in savings in tuition for students attending BCC for two years prior to transferring to the University of Washington.

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Table III-7: BCC and the University of Washington Budget Comparisons

2001-02 Academic Year

	BCC		UW		BCC		UW	
	RESIDENT HOME		RESIDENT HOME		RESIDENT AWAY		RESIDENT AWAY	
	w/tuition	w/o tuition	w/tuition	w/o tuition	w/tuition	w/o tuition	w/tuition	w/o tuition
Tuition/Fees	$1,770		$3,983		$1,770		$3,983	
Books/Supplies	$690	$690	$798	$798	$690	$690	$798	$798
Rent/Food/Util.	$2,088	$2,088	$2,478	$2,478	$5,385	$5,385	$6,378	$6,378
Transportation	$1,212	$1,212	$396	$396	$1,212	$1,212	$396	$396
Misc./Personal	$1,824	$1,824	$2,187	$2,187	$1,944	$1,944	$2,187	$2,187
Total	$7,584	$5,814	$9,842	$5,859	$11,001	$9,231	$13,742	$9,759
Student 9-Month Community Expenditures	$646	$646	$651	$651	$1,026	$1,026	$1,084	$1,084

	BCC		UW		BCC		UW	
	NON-RESIDENT HOME		NON-RESIDENT HOME		NON-RESIDENT AWAY		NON-RESIDENT AWAY	
	w/tuition	w/o tuition	w/tuition	w/o tuition	w/tuition	w/o tuition	w/tuition	w/o tuition
Tuition/Fees	$6,885		$13,258		$6,885		$13,258	
Books/Supplies	$690	$690	$798	$798	$690	$690	$798	$777
Rent/Food/Util.	$2,088	$2,088	$2,478	$2,478	$5,385	$5,385	$6,378	$4,905
Transportation	$1,212	$1,212	$396	$396	$1,212	$1,212	$396	$396
Misc./Personal	$5,814	$5,814	$2,187	$2,187	$1,944	$1,944	$2,187	$2,043
Total	$16,689	$9,804	$19,117	$5,859	$16,116	$9,231	$23,017	$2,043
Student 9-Month Community Expenditures	$1,089	$1,089	$651	$651	$1,026	$1,026	$1,084	$902

Based on a Student Budget of 9 Month Duration
Source: BCC Enrollment Services, UW Webpage

The "Free Credit" Band

In public higher education in Washington state, for both the four- and two-year institutions, there is no per credit charge for students who take 11 through 18 credits per quarter. Students who are enrolled for ten credits pay the same tuition as those who are enrolled for 18 credits. For these students, the tuition savings are considerable (Table III-8). In the 2001-02 academic year, students enrolled for nearly 80,000 free credits through the flat pricing of credits ten through eighteen. The dollar value of those credits was $4,437,112. In addition, the College offers a price break for credits in excess of 18 in the amount of $6.50 per credit in the 2001-02 year. The savings to students from this discounting amounted to $9,334 for a grand total of $4,446,446 in savings to students through free and discounted credits.

Table III-8: Number of Credits and Tuition Value of Free Credit Band
2001-02 Academic Year

	# Credits 11-18	$ Value	# Credits >18	Discounted $ Value	Total Credits	Total $ Value
Summer	2,734	$152,267.09	16	$104.00	2,750	$152,371.09
Fall	26,506	$1,478,556.50	402	$2,626.00	26,908	$1,481,182.50
Winter	25,702	$1,434,135.75	585	$3,783.00	26,287	$1,437,918.75
Spring	24,635	$1,372,152.79	431	$2,821.00	25,066	$1,374,973.79
Total	79,577	$4,437,112.13	1,434	$9,334.00	81,011	$4,446,446.13

Financial Aid

Each week, the College holds a FAFSA (Free Application for Federal Student Aid) workshop. Over the course of a year, this workshop serves about 200 current and potential BCC students, in addition to members of our community who need help with this process and who do not intend to enroll at BCC. In addition, every Fall the College's Financial Aid Office provides Financial Aid Nights, at no charge, to any high school that requests one. The audience for this workshop is parents of juniors and seniors, very few of whom plan to attend BCC.

In the 2001-02 academic year, 1,836 students at BCC received some type of financial aid. A summary may be found in Table III-9. The majority of the financial aid received by students (63%) does not require payback or work (grants, scholarships, and tuition waivers). Over $4.3 million in savings is thus provided to students.

Table III-9: Student Financial Aid, 2001-02 Academic Year

By Source of Aid	Dollar Amount
Federal Aid Total	*$5,079,237*
Pell Grants	$2,178,753
State Educational Opportunity Grants	$108,349
Work Study	$159,293
Student Loans	$2,609,664
TRIO	$23, 178
State Aid Total	*$1,220,517*
Need Grant	$1,046,246
Work Study	$94,290
Washington Promise Scholarship	$78,390
Washington Scholars	$1,591
BCC Aid Total	*$937,427*
Athletic Scholarships	$19,870
3 ½ % BCC Grant	$557,910
Tuition Waivers	$359,647
Private Aid Total	*$305,874*
Total Financial Aid	**$7,237,181**
By Type of Aid	Dollar Amount
Grants and Scholarships	$4,350,756.00
Work Study	$94,290
Tuition Waivers	$359,647
Loans	$2,609,664

Source: BCC Financial Aid Office

Tuition Waivers

Tuition waivers are a significant way in which BCC is able to save students money. The tuition waiver program exists statewide, with colleges having some discretion over whether and how to participate in the program. The state requires that ABE, ESL, GED, Apprenticeship and Parent Education offerings be provided at specified rates. In addition to this, residency classifications are not discretionary. The colleges cannot waive non-resident status. In order to be fair to all students, the *eligibility* for any waiver cannot be altered and if a waiver is offered, it must be offered equally to all students who meet the specified criteria for that waiver. Colleges are, however, allowed to restrict the number of waivers offered.

In the 2001-02 academic year, $2,408,423, was given in tuition waivers to students (Table III-10). Eighty percent of the dollar value of the waivers was given to residents of the BCC service area (Table III-11) The largest category of waiver was for the Parent Education program, followed by the ABE/ESL programs.

Table III-10: Summary of BCC Tuition Waivers, 2001-02 Academic Year

	BCC Service Area	Outside BCC Service Area	Total
Number of Waivers	182	358	540
Total Dollar Amount	$1,938,043	$470,380	$2,408,423

Source: BCC Enrollment Services

Table III-11: Distribution of Tuition Waivers Within the BCC Service Area

Residence Zip Code of Recipients	Amount of Tuition Waivers
98004	$129,090.02
98005	$142,326.96
98006	$240,921.31
98007	$358,971.72
98008	$189,911.36
98009	$1,341.00
98014	$21,132.00
98015	$2,489.20
98024	$15,305.40
98027	$108,751.23
98029	$92,054.44
98039	$18,091.00
98040	$128,104.82
98045	$45,485.00
98050	$1,785.00
98052	$173,407.39
98053	$27,757.73
98059	$56,598.08
98065	$30,298.40
98068	$100.00
98073	$59.21
98074	$83,605.08
98075	$70,456.65
Total for the BCC Service Area	$1,938,043.00
Total for all BCC	$2,413,548.00
Percent BCC Service Area of Total	80%

Source: BCC Enrollment Services

Table III-12: BCC Tuition Waivers by Type of Waiver 2001-02 Academic Year

Type of Waiver	Total Amount of Waivers
Parent Education	$1,041,560.00
ABE/ESL	$969,100.00
High school completion (over 19)	$116,749.47
Refugee (resident fee paying)	$60,747.40
Non-Resident Differential	$60,579.14
Distance Education-Non-Resident	$45,426.60
Classified State Employees	$25,872.48
Full time BCC staff (space available)	$25,469.77
Children of deceased/disabled police, firefighters	$18,955.28
Vietnam veterans tuition freeze	$10,587.94
Persian Gulf veteran tuition waiver	$10,067.36
Senior citizen (space available)	$9,000.00
Concurrent enrollment	$6,567.31
Nonresident high school waiver	$4,389.00
Senior Citizen with Grade	$1,471.61
Military (active duty)	$963.60
Unemployed tuition waiver	$916.61
Total	$2,408,423.57

Source: BCC Enrollment Services

English as a Second Language (ESL) Programs

For non-native speakers of English (who are U. S. residents or citizens), BCC offers free ESL classes. International students here on visas are not eligible. Skills gained in these classes include improving pronunciation skills, writing resumes and completing application forms, and improving listening comprehension skills. In the 2001-02 academic year, BCC offered 147 ESL classes, serving 1,000 students and accounting for 2,474 enrollments. These classes are offered tuition-free, resulting in a savings for students of $823,256. Although these classes are non-credit, the credit equivalency of student work was 13,904 credits. The College must balance the ABE/ESL offerings with course offering that collect tuition in order to maintain a solid fiscal balance. Unfortunately, this results in a waiting list of over 500 students each year, who hope to gain entrance to these courses in order to improve their lives and livelihoods.

High School Programs

In three programs, high school students earn dual credit (high school and college credit, at the same time): Running Start, College in the High School, and Tech Prep. Participation in these programs eliminates duplication, shortens the time for students to receive their Associate's degree and their Baccalaureate degree, and saves the students and their parents considerable amounts of money in tuition and fees.

Running Start

In the Running Start program, students who are juniors or seniors in Washington state public high schools may enroll in regular BCC college-level courses and earn simultaneous high school and college credit. Students must take a placement test in English to participate and, if wishing to enroll in math or science courses, must take a placement test in math. Tuition is paid by their school district and the only cost to students is books and any special fees that would be associated with a particular course. Over the course of the 2001-02 academic year, over 500 students per quarter participated in the Running Start program, with an associated tuition savings of nearly $900,000. The average tuition saved per student per quarter was over $500 (Table III-13). In addition, 26 students graduated in June with a simultaneous high school diploma and a BCC Associate's degree, enabling them to transfer to a four-year institution at age 18 with junior standing.

Table III-13: Credits and Tuition Savings of Running Start Students, 2001-02 Year

Quarterly Totals	# Students	Total Credits	Tuition $ Saved
Fall, 2001	551	6,221	$291,111
Average		11.3	$528
Winter, 2002	563	6,544	$300,115
Average		11.6	$533
Spring, 2002	584	6,783	$306,200
Average		11.6	$524
Total 2001-02 Academic Year		19,548	$897,426

Source: Data Warehouse

College in the High School

College-in-the-High School is a cooperative program between local school districts and BCC. It allows high school students to take regular college courses, earning dual credit, while remaining in the high school setting. Students taking College in the High School classes also saved a considerable amount of money for their parents (Table III-14. In the 2001-02 academic year, students saved an average of over $300 per quarter and nearly $300,000 total over the course of the year. Fifty-nine classes were offered, including: English, French, Spanish, German, Japanese, Biology, Chemistry, Math, Physics, History, and Psychology.

Table III-14: College in the High School Enrollments, 2001-02

Quarterly Totals	# Enrollments	Total Credits	Tuition $ Saved
Fall Total	207	1,137	$67,322
Average		5.3	$325
Winter Total	48	258	$15,276
Average		5.5	$318
Spring Total	681	3,498	$207,117
Average		5.2	$304
Academic Year Total	936	4,893	$289,715
Average		5.2	$310

Source: Data Warehouse

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Tech Prep

Begun in 1990, Tech Prep is a national program that seeks to align vocational preparation in the high schools with that of postsecondary education. Tech Prep is available state-wide, providing opportunities for simultaneous high school and college-level credit in vocational areas. Through the 22 Tech Prep consortia across the state, students are able to access this dual credit option from every community and technical college and virtually every school district. The Northeast Tech Prep Consortium, begun in 1992, is administratively housed at BCC and includes nine school districts, five community and technical colleges, business and labor partners, serving students in 32 high schools. Students from area high schools that have Tech Prep articulation agreements with BCC may earn occupational/vocational college credit and high school credit at the same time. In the 2001-02 academic year, 1,544 students in the NE Tech Prep Consortium received college credit at one of the five community and technical colleges that are a part of that consortium. Of these, 376 students in the BCC service area school districts received 2,827 college credits at BCC for a tuition savings of $167,386.67. Additionally, students from five other area school districts received credits at BCC as well for a total of 861 students, 5,574 credits, and a total savings of $330,036.54.

The Career Education Options (CEO) Program

> *"I have realized that if I do not go back to school now, it is very unlikely I will ever be able to go again. And after seeing what the real world is like, I can't imagine going through life without a college degree of some kind. I look forward to finishing a degree at BCC and am thankful a program like CEO exists."*
>
> *-CEO Program Student*

This program, begun in Winter, 1999, served 63 students in the 1998-99 academic year. Since then, there has been steady growth: 147 students in 1999-00, 182 students in 2000-01, and 256 students in this past academic year. The program's purpose is to assist people between the ages of 16 and 21, who left high school without obtaining a diploma, to complete a professional/technical degree or certificate program at BCC. The funding for this program is from the Office of the State Superintendent of Public Instruction (OSPI), so it comes from outside the BCC service area and, in fact, from outside King County. BCC was paid $93.89 per credit for the academic efforts of these 256 students in the 2001-02 year. A total of 3,032 credits were taken, resulting in revenue of $284,674.50 received from OSPI by the College. Students save the $55.70 per credit (savings of $168,882) plus books, supplies, etc. ($72,000) for a total of $240,882. Students pay nothing for this program, as the revenue covers all expenses, including tuition, fees, books, supplies, and, in some cases, bus passes and case management services, as needed. Although students from anywhere in the state can participate in the BCC CEO program, in fact the majority are from the BCC service area and the fiscal agent for the grant is the Bellevue School District.

Unique High School Collaboration Efforts

For the past five years, a member of the BCC Math faculty has taught an advanced Math course (Multivariate Calculus) to high school seniors and juniors in our service area high schools. Begun in 1997-98 with just eight students at Bellevue High School, the class has enrolled 16 to 26 students in later years. The students are primarily from Newport and Bellevue high schools, but students have also attended from Sammamish, Skyline, and Lake Washington high schools. With average Math SAT scores of 750, these students would be denied this accelerated educational opportunity, absent this faculty member's willingness to conduct this class. Each of these students received high school credit for this course and most paid just $95 to receive credit for two BCC Math classes, which, if taken as BCC students, would have cost $557 per student. These credits automatically transfer to the University of Washington (greater savings), and have been accepted at Harvard, MIT, Stanford, Cal Tech and other elite universities (even greater savings).

BCC Childcare Center

The BCC Early Learning, Family, and Childcare Center operates based on a sliding fee schedule tied to a family's income. The savings (over market rates) resulting from this amounted to $3,836 to 104 families in the 2001-02 year. An additional 50 families had incomes that precluded them paying below-market rates, but for them the convenience of having the center right on campus so they don't have to drop their children off somewhere else, go to campus, pick them up somewhere else at the end of the day, and then go home is very valuable, too, as it is to all of our students.

Continuing Education Classes

The classes offered in BCC's continuing education program (non-credit classes) are offered at rates that are very competitive with private sector offerings. A wide variety of programs are available in six areas: computers, business, real estate, languages, arts, and personal enrichment.

IV. Long-Term Community Impacts

> *"Local knowledge impacts of a college are greatest when many degree programs are offered and most students stay in the local labor market." "Over time, the local economic impact…of a metropolitan commuter college increases due to the compound growth in earnings of workers making the investment in human capital."*[32]

An Educated Populace

The knowledge impacts attributed to BCC are its primary impact on the local economy. This impact is cumulative over time as more and more BCC-trained and educated people join the labor force. An educated populace is what business and industry need, what our society needs, and what individuals need in order to live fulfilling, productive lives. Higher educational levels contribute toward higher incomes, lower crime rates, better health, more educationally-ready children, higher worker productivity, increased levels of voting, and reduced unemployment, among other benefits.

> *"So again I want to thank you for the chance to change my life at your college, to graduate in a career that I love, and a future to look forward to."*
> *-former Radiation Therapy Student*

In a 2001 national survey of state legislators serving on education committees in their respective legislatures, respondents stated that they feel public two-year colleges are prepared to contribute to boosting the economy and adept at tailoring themselves to the needs of business and industry. "When asked to identify their state's most important strategic needs, almost without exception, state legislators framed their responses in terms of the state's economic development interests and emphasized that higher education must contribute directly to these efforts." One of the primary ways to do this, according to the report, is to "prepare and train a high-skill, high-wage workforce." Legislators also consider continuing education and training to be essential to attracting and retaining business and industry, by minimizing the need for companies to recruit workers from out of state. On a four-point scale measuring the responsiveness of higher education to state needs, public two-year colleges were rated the highest: 3.41. [33]

BCC Students' Location After Completing Educational Programs

If students who attend BCC remain in the area after completing their programs, there is an added long-term benefit to the community due to the continued presence of these tax-paying, educated citizens. For the last follow-up year available, 58 percent of the BCC professional/technical program participants were working in King County after leaving their BCC program. In 20 of the 25 programs, over 50 percent of the former students were working in King County. Additionally, 80 percent were still working in Washington State, so that while their careers may have taken them beyond the BCC service area and King County, the state continues to retain them and benefit from their education and training.

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[32] AIR Professional File, p. 3, 4

[33] Press release and report, "Where We Go From Here: State Legislative Views on Higher Education in the New Millennium," Results of the 2001 Higher Education Issues Survey, Sandra S. Ruppert, Educational Systems Research, Littleton, Colorado, 2001

Return on Investment

One of the considerations in analyzing the community impact of higher education in general, and Bellevue Community College in particular, is whether there is, in fact, any return on the investment the state makes. In the work that CCBenefits, Inc. is doing for community colleges nationwide, they note that for many public investments, such as public parks, there isn't actually an expected return; the return is neutral, or even a deficit. "...the public sector generally undertakes those activities the private sector finds unprofitable," but that the public considers to be necessary. **This is not the case for higher education**. In the recently-completed study of the Texas community colleges, they found a rate of return of 26.1%, a return that would thrill any investor. They also found that the payback time for students who complete their Associate's degree is 5.8 years, including both tuition and foregone earnings while enrolled. Over a lifetime of working, that is a very rapid payback.

Using the CCBenefits, Inc. methodology, the Return on Investment (ROI) for BCC students can be calculated (Table IV-1). The 15,794 credit students in the 2000-01 academic year earned 292,231 credits.[34] At $117 per credit return on investment, that is a gross ROI of over $34 million. The cost per credit must be subtracted from this, leaving a net ROI of nearly $18 million. One complication of this is that the community and technical college system does not charge students for credits 11 through 18. Students who take ten credits pay the same as people who take 18 credits. In the 2000-01 academic year, over 3,000 students per quarter (except for summer) took advantage of this benefit (Table IV-2). It is not surprising that so many students take more than 10 credits, as full-time status for financial aid is 12 credits and for many other things (including calculation of Full Time Equivalents or FTEs) is based on 15 credits. BCC "gave away" nearly $3 million in tuition through this system-wide policy in the 2000-01 year, a total of 52,728 earned credits (Table IV-3). Consequently, these "free credits" have been added back in to the net ROI, as there is no cost to be subtracted. This makes the total net ROI nearly $21 million.

Table IV-1: Students' Earned Credits and Return on Investment (ROI)
2000-01 Academic Year

Number of Students	15,794
# earned credits	292,231
ROI on # earned credits	$ 34,191,003.60
Discount for cost/credit	$ 16,277,255.56
Total ROI	$ 17,913,748.04
Plus value of "free earned credits"	$ 2,931,605.81
TOTAL ROI	$ 20,845,353.85

Note: ROI is calculated at $117 per credit.

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[34] The 2000-01 academic year is used in this instance as the final transcript data that provides this information is not yet available for analysis for the 2001-02 year.

Table IV-2: Credits within the "Free Band" and Their Value, 2000-01

Free Credit Calculation	Summer	Fall	Winter	Spring	Savings/Student	Total Annual Savings
# w/11 credits	104	372	332	330	$55.70	$63,386.60
# w/12 credits	83	391	452	456	$111.40	$153,954.80
# w/13 credits	57	240	203	195	$167.10	$116,134.50
# w/14 credits	20	112	79	99	$222.80	$69,068.00
# w/15 credits	158	1,829	1,688	1,601	$278.50	$1,469,366.00
# w/16 credits	51	440	420	369	$334.20	$427,776.00
# w/17 credits	5	201	231	199	$389.90	$247,976.40
# w/18 credits	1	136	94	100	$445.60	$147,493.60
# w/19+ credits	10	89	120	195	$445.6+$49.2/credit	$236,449.91
Total	489	3,810	3,619	3,544		$2,931,605.81

Table IV-3: Number and Value by Quarter of "Free Earned Credits"
2000-01 Academic Year

	$ Value	# free credits
Summer, 2000 "free earned credits"	$ 99,330.70	1,763
Fall, 2000 "free earned credits"	$ 975,260.70	17,534
Winter, 2001 "free earned credits"	$ 930,385.40	16,737
Spring, 2001 "free earned credits"	$ 926,629.01	16,694
Total	$2,931,605.81	52,728

Annual Earnings

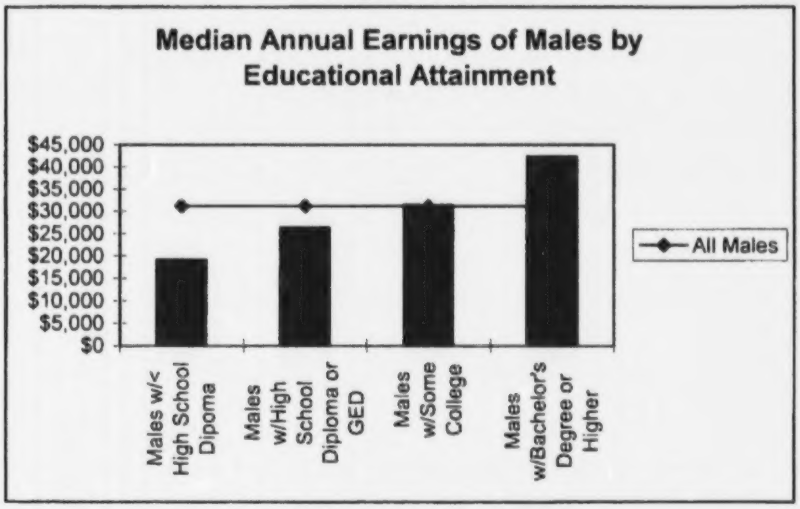
Workers' earnings are directly related to their educational attainment level, and increasingly so. In 1980, a man with a bachelor's degree or more earned 19 percent more than a man with just a high school diploma or GED. In 2000, that same educational difference amounted to 60 percent. The difference is even more dramatic for women. In 1980, a woman with a bachelor's degree or higher earned 52 percent more than a woman with a high school diploma. **In 2000, that same woman earned 95 percent more**. Additionally, the well-known "gender gap" in pay is greatly reduced at higher levels of educational attainment. For people with just a high school diploma, males earn 59 percent more than females. This gap is reduced to 45 percent when both genders have some college and further reduced to 31 percent when both parties have a bachelor's degree or higher. Since 1979, men have actually experienced a decline in inflation-adjusted earnings at all educational levels below the Bachelor's degree, while women's earnings have increased at all levels of educational attainment, except for those without a high school diploma. In addition, while 71% of women with just a high school diploma earned less than $25,000 in 1999, just 59% with some college, 53% with an Associate's degree, and only 33% of those with a Bachelor's degree or more earned less than $25,000 per year (Table IV-4, Figures IV-1, IV-2).

Table IV-4: Annual Earnings of Young Adults by Gender and Educational Attainment

	Median Annual Earnings in 2000
All Males	$31,175
Males w/< High School Diploma	$19,225
Males w/High School Diploma or GED	$26,399
Males w/Some College	$31,336
Males w/Bachelor's Degree or Higher	$42,292
All Females	$22,447
Females w/< High School Dipoma	$11,583
Females w/High School Diploma or GED	$16,573
Females w/Some College	$21,597
Females w/Bachelor's Degree or Higher	$32,238

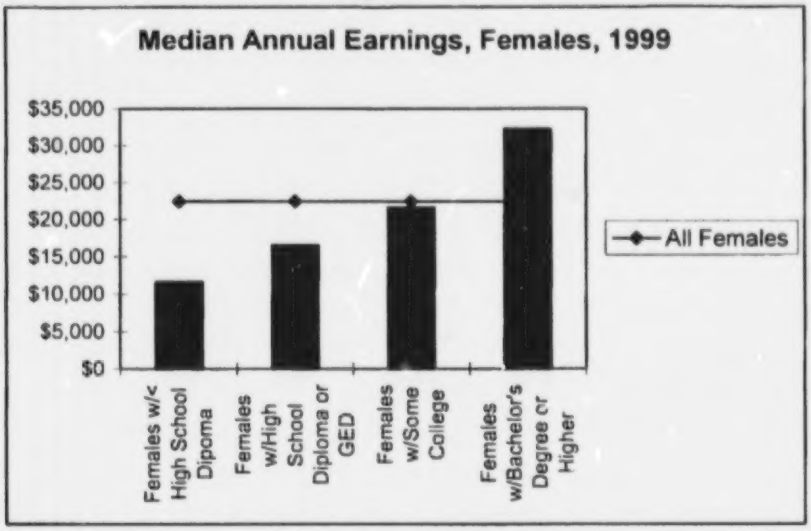
Source: The Condition of Education, 2002

Figure IV-1



Source: The Condition of Education, 2002

Figure IV-2



Source: Bureau of the Census

The California Community Colleges have conducted studies that attempt to show the value of educational attainment specifically at the community college level, ranging from a few credits earned to the Associate's degree (Table IV-5). They found very large increases in earnings after attaining the Associate's degree (nearly a 59% increase) and even a ten percent increase in median annual earnings with just a few credits earned (less than 12).

Table IV-5: Percent Change in Median Annual Earnings of All Students from California Community Colleges in 1991-92 Academic Year, by Educational Attainment Level (1995 Dollars)

		Median Annual Earnings		
Educational Attainment	Total Number of Students	Last Year In College	Third Year Out of College	Percent Increase
A.A. or A.S. degree	17,053	$17,361	$27,522	58.5
Certificate	8,144	$21,503	$28,563	32.8
24.0 + units	134,958	$21,215	$26,027	22.7
12.0 – 23.9 units	90,786	$22,059	$25,713	16.6
.01 - 11.9 units	345,174	$25,700	$28,451	10.7
All students	*841,952	$22,460	$25,935	15.5

*Excluded from this table is the 0 units or noncredit category (n=245,837).
Source: California Community Colleges, Chancellor's Office Management Information System

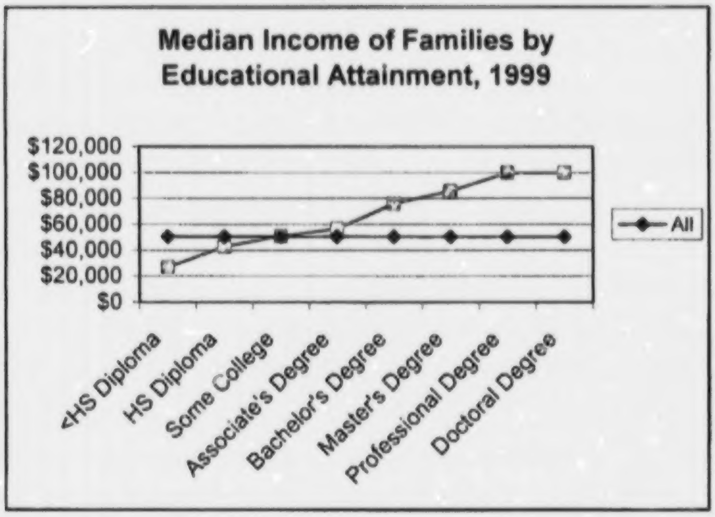
The Census Bureau regularly collects information in its Current Population Surveys about income based on educational attainment. The findings for families, households, and individuals may be found in Table IV-6. There is a very clear, linear relationship between these two factors for each of the three groups (Figure IV-3).

Table IV-6: Median Income of Families, Households, Persons, 1999

	Median Income		
Educational Level	Families	Households	Persons
All	$50,571	$42,038	$17,082
<HS Diploma	$27,050	$21,737	$9,625
HS Diploma	$42,995	$35,744	$14,695
Some College	$50,967	$44,149	$19,665
Associate's Degree	$56,602	$49,279	$21,959
Bachelor's Degree	$76,059	$64,406	$28,594
Master's Degree	$85,632	$74,476	$39,744
Professional Degree	$100,000	$100,000	$45,510
Doctoral Degree	$100,000	$97,325	$46,499

Source: *Statistical Abstract of the United States, 2001*

Figure IV-3



Student Earnings After BCC

For the country as a whole, it is clear that educational attainment makes a very big difference in the earnings (both immediate and lifelong) of participants. What concerns us at BCC is how our students fit into that picture. BCC has a large number of transfer students and we do not have information on their wage patterns after they leave us; however, each year the State Board for Community and Technical Colleges follows a group (cohort) of students enrolled in our professional/technical programs from the previous year and matches the student information with Employment Security records to determine wages and employment rates. From this, we can see how our students are doing in terms of wages and also which programs are the most productive for students, in strictly monetary terms.

> *"Just wanted to let you know I finally landed a job…and I'm coming on as a Web Builder. It's a full-time permanent position, with full benefits, stock options and pretty decent salary ($45,000) for starter pay. I heard about this from one of my friends who went through the web authoring track with me…they needed someone immediately for a 2-week project, he referred me, they liked me (and me them), and now that the project is over they gave me their standard test and after some interviews hired me on."*
>
> *-Former Web Authoring Student*

The latest follow-up data on the earnings of our professional/technical program students provides evidence that BCC education and training does indeed make a difference. Overall, students earn an average of over $13,000 more per year after training than they did prior to training. Some of these workers would have received inflation-adjusted wage increases simply due to the passage of time, even without education and training at BCC. The average amount of this non-training related wage increase in Washington State is 35 cents per hour. The average annual increase of $13,284 would be reduced to $12,553 with this 35 cent per hour wage reduction taken into account, still a very significant monetary increase. Wage increases are, not surprisingly, the highest for the workers who had the lowest wages going in and it seems that the youngest workers receive the greatest benefit from wage increases, possibly because they were employed in minimum wage positions prior to enrollment. The very youngest of the degree and certificate recipients (those ages 20-24) received an average "education and training bonus" of $21,149 per year, following their time at BCC.

In addition to the increase in earnings for our professional/technical program participants, the employment rates are very favorable, 86 percent of them employed according to the most recent data, and several of the programs exhibit employment rates in excess of 90 percent. Since the follow-up of students that provides this information is not able to track students who are employed outside the Pacific Northwest nor those who are self-employed, actual employment rates are almost certainly higher than these.

In 1999, the State Board for Community and Technical Colleges conducted a study of the employment outcomes of those students who said they planned to transfer while enrolled in the community and technical college system. While we do not have data specifically on BCC students, this study found that this group earned $9.92 per hour on average. Nearly 60 percent of the students earned an average of $11.17 per hour. The more education (credits) these students achieved, the higher were their wages. Graduates had the highest wages (average of $10.50/hour), followed by those with more than one year ($10.03/hour) and finally those with less than one year of study (average of $9.37/hour). These students overall earned 39 percent more after leaving the college than before enrolling and graduates earned 50 percent more.

In a study conducted by the California Community Colleges, vocational students who achieved the Associate's degree were found to have experienced an enormous difference in their earnings (Table IV-7, Figure IV-4). Students who completed their Associate's degree earned over 70 percent more after training than prior to training. In fact, just a minor amount of skills training can also make a significant difference, as evidenced by the students who took less than twelve credits and still had earnings increases of 17 percent.

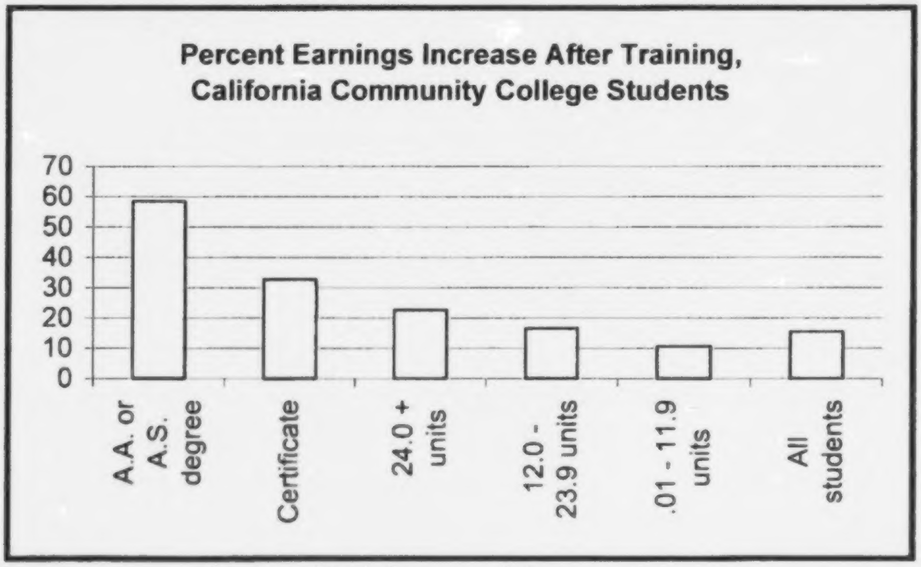
Table IV-7: Percent Change in Median Annual Earnings of All Vocational Students from California Community Colleges in 1991-92 Academic Year, by Educational Attainment Level (1995 Dollars)

		Median Annual Earnings		
Educational Attainment	Total	Last Year In	Third Year Out	Percent
A.A. or A.S. degree	8,604	$18,700	$32,038	71.3
Certificate	7,705	21,537	28,752	33.5
24.0 + units	12,699	17,957	24,786	38.0
12.0 - 23.9 units	7,214	24,505	28,639	16.9
.01 – 11.9 units	879	19,261	22,530	17.0
All students	*38,314	$19,941	$28,075	40.8

*Excluded from this table is the 0 units or noncredit category (n=1,213).

Source: California Community Colleges, Chancellor's Office Management Information System

Figure IV-4



Source: California Community Colleges

Lifetime Earnings

The close link between educational attainment and earnings is well established. In fact, it is a primary reason for attending college in the first place. **It has been estimated that completion of an Associate's degree adds $400,000 to a high school graduate's career earnings.** This amounts to about $10,000 per year of a person's working life. Taking a few technical classes to prepare for a job that demands more skills can add $1,000 per year to a person's income. [35] Although whether people work full-time and various demographic characteristics affect their earnings, "regardless of work experience, the education advantage remains."[36] Also, "regardless of race or ethnicity, higher educational attainment equates to higher earnings."[37]

One way to look at earnings is the total a person would have access to over a lifetime of working (Table IV-8). There is a huge increase (almost $355,000 lifetime) resulting from the high school diploma, a lesser increase derived from some college work, but no degree attainment, another large jump in lifetime earnings tied to the Associate's degree (over $190,000 lifetime), and the largest increase of all (over $710,000 lifetime) is linked to completion of the Baccalaureate degree or more, a significant factor for our students who transfer. These differences in earnings are attributed both to higher starting salaries and higher earnings trajectories over the person's working life.

Table IV-8: Lifetime Earnings by Educational Attainment

Educational Level	Average Annual Earnings	Average # of years worked	Estimated Lifetime Income	Difference from Previous Educational Level
Not a High School Graduate	$15,483	46.0	$712,195	NA
High School Graduate	$24,253	44.0	$1,067,132	$354,937
Some College, no Degree	$26,928	42.5	$1,144,419	$77,287
Associate's Degree	$32,563	41.0	$1,335,083	$190,664
Bachelor's Degree+	$51,783	39.5	$2,045,409	$710,326
Total Persons	$31,904	42.6	$1,359,110	NA

Source: U.S. Census Bureau, *Statistical Abstract of the United States: 2001*

Not surprisingly, since the lifetime earnings of a person are greatly increased by educational attainment, so is family wealth. Families where the educational level of the householder are higher have higher levels of net worth than do families with lower levels of educational attainment. The difference between the average net worth of a family with a person with a college degree as the householder and the family with a person with just a high school diploma as the householder is over $370,000 (Table IV-9).

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[35] Sinclair Community College Economic Impact Study, p. 1

[36] "The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings," Census Bureau, Current Population Reports, P23-210, July, 2002, p.2

[37] ibid., p.7

Table IV-9: Family Net Worth by Educational Attainment, 1998 (in constant 1998$)

Educational Level of Householder	Net Worth Average	Median
< High School Diploma	$79,100	$20,900
High School Diploma	$157,800	$53,800
Some College	$237,800	$73,900
College Degree	$528,200	$146,400

Source: *Statistical Abstract of the United States, 2001*

Social Benefits of Higher Educational Attainment

Numerous social benefits have been attributed to higher levels of educational attainment. CCBenefits, Inc., which has conducted studies for 160 community colleges across the country, has developed a system for quantifying these benefits in terms of dollars saved. Table IV-10 lists the value of these and what they amount to for our students at BCC. These quantified social benefits add up to over $7.5 million dollars annually over the course of students' lives. Additional detail on these social benefits follows.

Table IV-10: Social Benefits Per Credit Earned

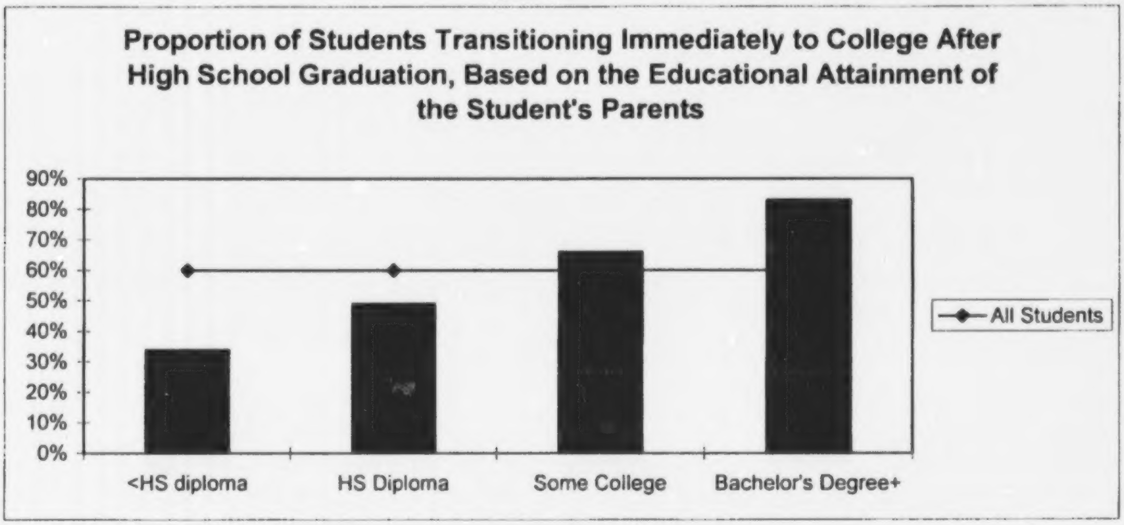
	Per Credit Value	Avg. # Earned Credits	# Students	Total Benefit
Higher Earnings	$ 117.00	18.5	15,794	$ 34,186,113.00
Absenteeism Savings	$ 3.00	18.5	15,794	$ 876,567.00
Medical Cost Savings	$ 8.00	18.5	15,794	$ 2,337,512.00
Incarceration Savings	$ 7.00	18.5	15,794	$ 2,045,323.00
Crime Victim Savings	$ 1.00	18.5	15,794	$ 292,189.00
Additional Productivity	$ 2.00	18.5	15,794	$ 584,378.00
Welfare Savings	$ 1.00	18.5	15,794	$ 292,189.00
Unemployment Savings	$ 4.00	18.5	15,794	$ 1,168,756.00
Total	$ 143.00	18.5	15,794	$ 41,783,027.00
Total Without Earnings (Social Benefits Only)	$ 26.00	18.5	15,794	$ 7,596,914.00

Source of Formulas: "The Socioeconomic Benefits of 50 Community College Districts in Texas"

Immediate Transition to College

The completion rates of people who go directly to college from high school (and especially those who go full-time) are higher than those who delay entrance. Perhaps not surprisingly, young people whose parents are college graduates make that immediate transition to college at higher rates than do people whose parents did not go to college. Overall, 60 percent of students who complete high school enroll that next fall in a college of some type, but this varies substantially by the educational level of the parents. For young people whose parents had less than a high school diploma, just 34 percent went immediately to college upon their own high school graduation. This continues to increase, so that for those whose parents did graduate from high school, 49 percent go to college right away, 66 percent of those whose parents had some college go to college themselves right away, and 83 percent of those whose parents had a bachelor's degree or higher enter college immediately after their high school graduation.

Figure IV-5



Proportion of Students Transitioning Immediately to College After High School Graduation, Based on the Educational Attainment of the Student's Parents

Labor Force Participation Rates

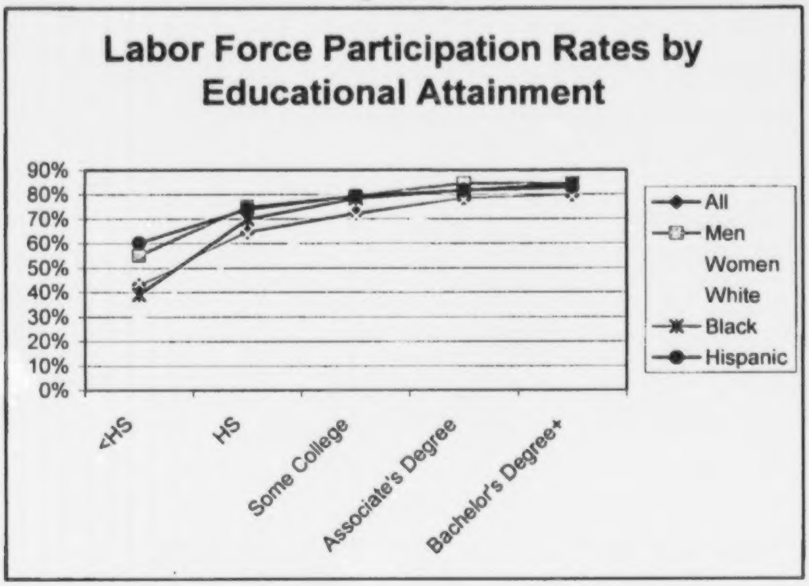
Another benefit of postsecondary education is overall participation in the labor force, a factor that raises the standard of living throughout our community. Persons with higher levels of educational attainment participate in the labor force at higher levels than do those with less education (Table IV-11). This is apparently particularly significant for females and African American persons, whose participation rates are much higher with advancing educational levels. About 80 percent of adults with a Bachelor's degree or more participated in the labor force in the year 2000, compared with 65 percent of people whose highest educational level was a high school diploma. Just 43 percent of the people who did not graduate from high school were labor force participants.

Table IV-11: Labor Force Participation Rates and Educational Attainment, Persons, 25+ Years of Age, U.S., 2000

		Educational Attainment Level				
	Total	<High School Diploma	High School Graduate	Some College	Associate's Degree	Bachelor's Degree+
Total Labor Force	67.4	43.1	64.6	72.2	78.1	79.5
Males	76.0	55.1	75.0	79.4	84.6	84.4
Females	59.7	32.4	55.8	65.7	73.2	74.2
White Persons	67.2	43.8	63.8	71.1	77.8	79.1
African American Persons	68.3	39.1	69.9	78.4	81.8	84.4
Hispanic Persons	70.2	60.3	74.0	79.4	81.6	82.9

Source: U.S. Census Bureau, Digest of Education Statistics, 2000

Figure IV-6



Unemployment Rate

The relationship between unemployment rates and educational attainment is also a linear one. The more education a person has, the less likely they are to be unemployed and/or receiving unemployment compensation (Table IV-12). The unemployment rate of the total labor force is reduced from 6.4 percent (less than a high school diploma) to 2.9 percent for those with some college. This represents a significant savings for both the state and employers. Even more recent data from the Bureau of Labor Statistics shows that in May of 2002, 8.5 percent of the people with less than a high school diploma were unemployed, compared to an unemployment rate of 2.9 percent for those with a Bachelor's degree or more. In Washington State in 2001, the unemployment rate for women with a high school degree was 34%, while for women with an Associate's degree, it was just four percent.

Table IV-12: Unemployment Rates and Educational Attainment, U.S., 2001

Educational Attainment Level					
All Education Levels	<High School Diploma	High School Graduate	Some College, No Degree	Associate's Degree	Bachelor's Degree+
3.0	6.4	3.5	2.9	2.3	1.7

Source: *Digest of Education Statistics, 2001*

Welfare Dependency

Participation in welfare programs is also reduced when higher levels of education are reached. An average of seven percent of those without a high school diploma are on welfare, compared to less than two percent of those with more than an Associate's degree.[38] Workfirst is Washington State's welfare-to-work program. BCC enrolled 346 people in the Workfirst program in 2001-02, bringing in $774,968 to the College. The College provides pre-employment training, work-based learning tuition assistance, workplace basics, English-as-a-Second-Language instruction, life skills training, and specific services to residents of low-income housing in King County. These various efforts are designed to enable the residents of our community, who are the most difficult to employ, to find and obtain employment at living wages. In some cases, pre-employment training that deals with issues that prevent or hinder employment are dealt with first, workers get jobs, and then, at a later date, they can return for more training that will allow them to move up the employment ladder. The Workfirst philosophy is: "Get a job, get a better job, get a career," and the training activities are organized to accomplish that goal sequence.

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[38] "The Socioeconomic Benefits Generated by 50 Community College Districts in Texas," report by CCBenefits, Inc., p.20

Workplace Basics is a part of the Workfirst program, providing for basic skills instruction in a workplace situation, in order to increase participation and completion. The curriculum is developed with business partners to specifically address their individual workplace needs. Programs offered in the 2001-02 year were: ESL instruction for the food court workers who are employed by Terranomics (the building management company) (8-10 students); ESL instruction for some employees at Covenant Shores Retirement Home (12-18 students); ESL instruction at McDonalds for first line management staff (12 students); King County Housing Authority (KCH) – marketing/outreach, placement, training tuition, support services at five KCH sites. The purpose of these projects is to improve the English skills of employed immigrants by offering English as a Second Language (ESL) instruction. Eevaluations by students and employers were strongly positive and results of the projects include: increased employee retention rates, decreased employee absentee rates, increased productivity, supervisor stress reduction as employee capabilities have increased, employee self-confidence has increased, and general work ethics have improved. There is an enormous unfilled need in the community for basic skills and ESL workplace instruction and BCC is always working to set up new programs. Unfortunately, due to WorkFirst budget cuts, the College is not able to continue funding the ESL instruction for these WorkPlace Basics projects; however, we are currently looking for another funding source

The College offers 12-week short-term job training, ESL (both beginning and advanced), and office occupations training. For the work-based learning tuition assistance, students receive free tuition, books, and fees. This program serves low income, working parents and the goal is wage progression. The revenue that the state receives annually for welfare is being used to expand job training and to provide childcare and other services that assist people in getting off of welfare and remaining employed. BCC industry partners for pre-employment training include: the Seattle times, United Parcel Service, Boeing Credit Union, HopeLink, and ServiceMaster. Individual college data is not available for these programs; however, state-wide data show:

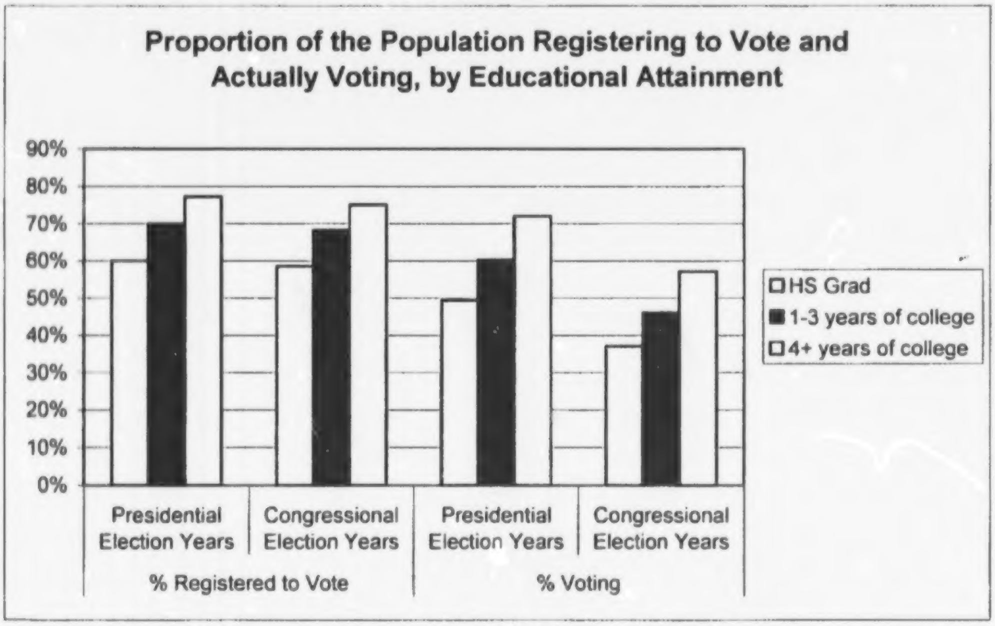
- the number of families on welfare has dropped by nearly 40 percent since January, 1997;
- the percent of the state's population which receives welfare is at its lowest level in 30 years;
- during 1999, working Workfirst participants generated an estimated $154 million in job earnings for the state's economy;
- 35,000 current and former welfare recipients enrolled in community and technical colleges;
- more than 4,200 took advantage of tuition assistance to get free short-term job training while they were working; and
- lower caseloads have saved hundreds of millions of dollars in welfare costs.

> *"We would like to thank you for giving us the opportunity to study English. Better English permits us to give better customer service, understand our duties and responsibilities, and communicate with our manager and co-workers... We want to thank you for this opportunity to improve our English."*
>
> *-McDonald's Employees (participants in the Workplace Basics Program)*

Voting and Voter Registration Rates

Studies by the Census Bureau have shown that the higher the educational level of a person, the more likely they are to be registered to vote and to have voted. While 60 percent of people with a high school diploma are registered to vote and 49 percent usually vote, 70 percent of those with some college or the Associate's degree are registered and 60 percent usually vote. For those people with a Bachelor's degree or more, 77 percent are registered and 72 percent usually vote (Figure IV-7).

Figure IV-7



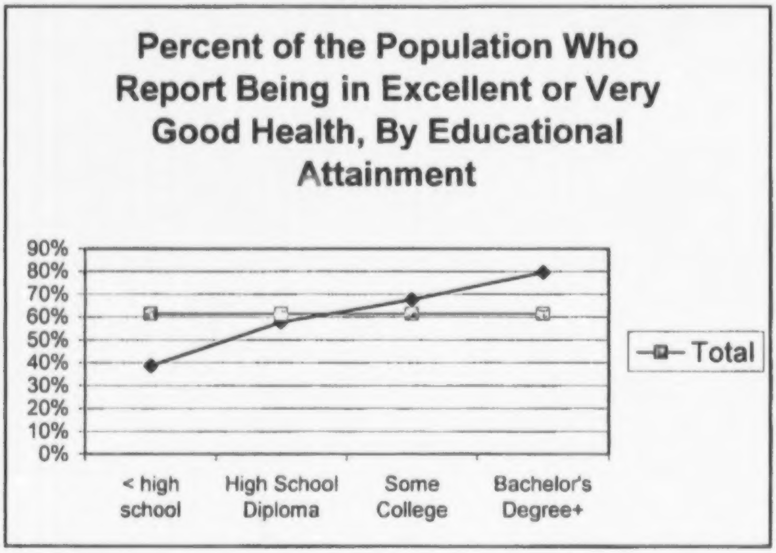
Healthier People

Persons with higher educational attainment report being in excellent or very good health at higher rates than do people with lower levels of education (Figure IV-8). Overall, 61 percent of the population age 25 and above report being in excellent or very good health; however, just 39 percent of those with less than a high school diploma feel this way and 58 percent of those with a high school diploma report being in excellent or very good health. In comparison, 80 percent of people with a bachelor's degree or higher and 68 percent of those with some college report being in excellent or very good health. "People with a bachelor's degree or higher were twice as likely as those without a high school diploma or equivalent to report being in excellent or very good health."

While better health is also related to income, education is found to be positively related to health, independent of income, which is to say that at all income levels, those with higher levels of education report being in better health than those with lower educational levels. This pattern also holds true when looked at by gender, race/ethnicity, age, urban/rural location, and regions within the United States.[39]

Some of the reasons people might report being in better health, based on higher levels of educational attainment are that smoking and alcohol abuse, two significant factors in the health of the populace, are reduced. On average, 33 percent of those without a high school diploma and just 15 percent of those with more than an Associate's degree smoke. Overall, 10% of people without a high school diploma abuse alcohol and seven percent of those with an Associate's degree do.[40]

Figure IV-8



Increased Workforce Productivity

A study by the University of Pennsylvania found that a ten percent increase in the education level of workers (approximately one year of education) translates into an eleven percent increase in productivity in the non-manufacturing sector of the economy. Across all industries, it amounts to an 8.6 percent increase in productivity. This can be compared to productivity increases resulting from increases in the hours worked and increases in capital investment, both of which have significantly lower productivity contributions than education.[41] Decreased absenteeism related to increased levels of education contributes to increased employee productivity. Workers with less than a high school diploma are absent an average of 10.1 days per year, while those with an Associate's degree are absent an average of just 4.5 days per year.[42]

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[39] The Condition of Education 2002, p. 63, 153

[40] "The Socioeconomic Benefits Generated by 50 Community College Districts in Texas," report by CCBenefits, Inc., p.16

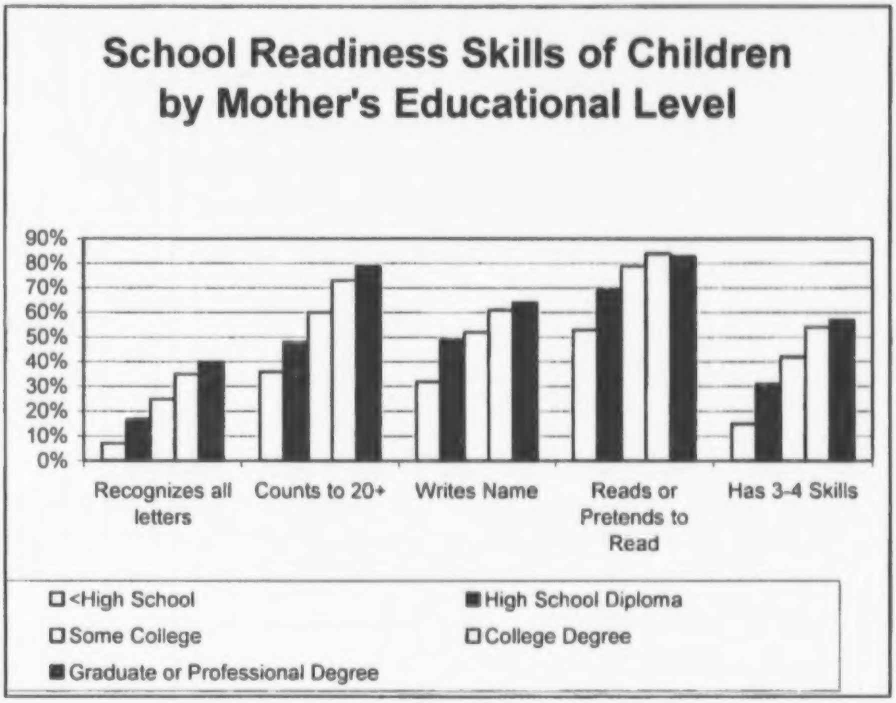
[41] "The Challenge for Higher Education," the Higher Education Coordinating Board's 1996 Master Plan for Higher Education, p.14

[42] "The Socioeconomic Benefits Generated by 50 Community College Districts in Texas," report by CCBenefits, Inc., p.16

Children's Success in School

In the National Education Household Survey, the Census Bureau asks about the school readiness skills of children and what home literacy activities take place and then relates those responses to the education of the mother. The educational level of both parents is important to a child's success in school, but researchers have found that it is the mother's educational level that is the most critical and is the defining element. As seen in Figure IV-9, a child's readiness for school is closely related to the mother's educational attainment. While just seven percent of the pre-school age children whose mothers have less than a high school diploma recognize all their letters, 17 percent of those with a high school diploma, 25 percent of those with some college, and 35 percent of those whose mothers have a college degree do. The same pattern is seen with the other school readiness skills, with ability to count to 20 or more ranging from 36 percent of the children whose mothers have the lowest educational levels to 79 percent whose mothers have a graduate or professional degree. Of the children whose mothers have less than a high school diploma, just 32 percent are able to write their name, compared to 64 percent of those whose mothers have a graduate or professional degree. While over half of the children whose mothers do not have a high school diploma read or pretend to read, 79 percent of those whose mothers have some college and 84 percent of those whose mothers have a college degree do.

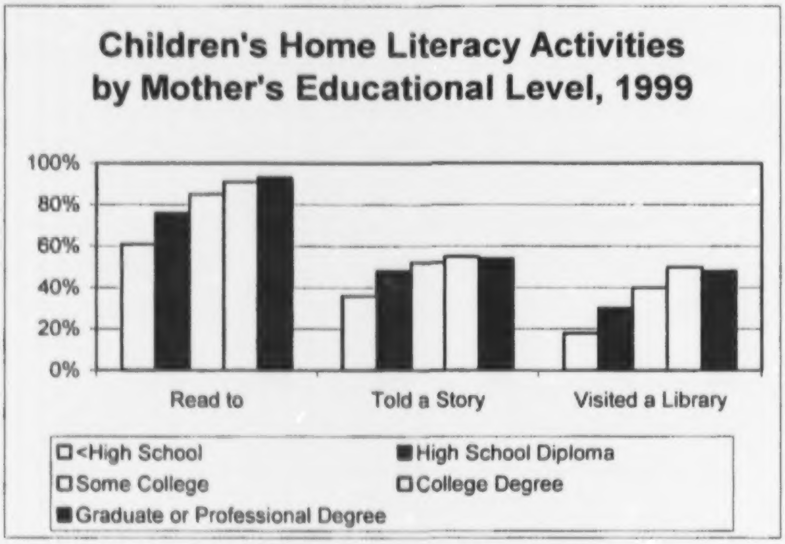
Figure IV-9



Source: Statistical Abstract of the U.S., 2001

Another aspect of school success is the literacy activities that take place in a child's home. Figure IV-10 demonstrates that this, too, is closely related to the educational attainment of the mother. While just 61 percent of the children whose mothers do not have a high school diploma were read to, 91 percent of those whose mothers have a college degree were read to. Also, while less than half of the children whose mothers' educational attainment stopped at the high school level were told a story three or more times in the past week, over half of those whose mothers had higher educational levels were. Finally, for the all-important visits to the library, just 18 percent of those whose mothers had less than a high school diploma, less than one-third of those whose mothers had a high school diploma, 40 percent of those whose mothers had some college, and half of those whose mothers had a college degree visited a library at least once in the past month.

Figure IV-10



Source: Statistical Abstract of the U.S., 2001

Decreased Criminal Activity

The probability of being incarcerated is directly related to one's educational level. People with higher educational levels are statistically less likely to commit crimes and while an average of nine percent of people without a high school diploma are incarcerated, just three percent of those with more than an Associate's degree are in jail or prison (Figure IV-11).[43]

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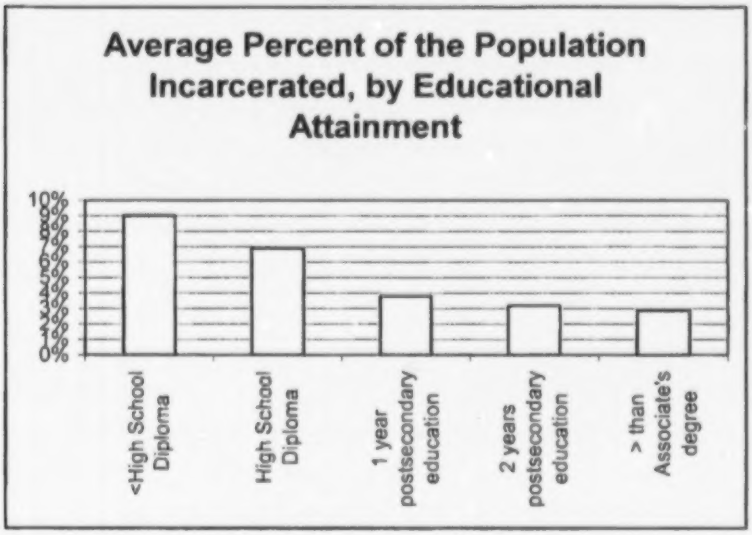
[43] ibid., p. 19

Figure IV-11



Source: Statistical Abstract of the U.S., 2001

Professional/Technical Training

One of BCC's primary contributions to the long-term economic impact of our community is the education and training of a highly skilled workforce in 23 programs (Table IV-13 In Fall, 2001, 736 students were officially enrolled as majors in these programs, with nearly 7,000 enrollments overall. Many of these enrollments represent students who plan to major in these programs, but who do not yet have official "major" status.

Table IV-13 BCC Professional/Technical Programs

Accounting
Administration of Criminal Justice
Alcohol and Drug Studies
Administrative Office Systems
Call Center
Diagnostic Ultrasound
Early Childhood Education
E-commerce
Fire Science/Fire Command
General Business Management
Information Technology
Interior Design
Media Communication and Technology
Networking
Nuclear Medicine Technology
Nursing
Parent Education
Radiation Therapy
Radiologic Technology
Real Estate
Recreation Leadership
Technical Support
Wireless Program

> *"I am writing to thank you for the wonderful educational experience that you provided. As a former logger who was paralyzed 19 years ago and has not had a full-time job since, I was amazed to do six interviews and get seven job offers since obtaining my MCSE.[44] It was a complete program with expert staff, instruction and apparatus. You have changed my life."*
>
> *-A Former Fast Track Student*[45]

Part of the College's contribution to a skilled workforce comes as a result of our active participation in the state-sponsored programs that enable dislocated workers to retrain to get new, well-paying jobs. Dislocated workers are those that have been identified as long-term unemployed persons, meaning that they would still have been unemployed at the time they exhausted their unemployment benefits, absent the worker retraining program. In the 2001-02 year, BCC received $1,170,342 for the total worker retraining effort. About 600 dislocated workers received free training as a result of this program. BCC partners with Employment Security, the Private Industry Council, the Boeing Company, and the SPEEA union to provide rapid response services to employees and employers who experience large-scale layoffs or plant closures. Of the 649 students in worker retraining in 2001-02, 48 percent (302) came from the BCC service area.

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[44] MCSE stands for Microsoft Certified Systems Engineer.

[45] Fast Track are intensive, full-time programs which prepare students for careers in the computing and information technology fields.

V. Service Impacts

> *"The heyday when a high school or college education would serve a graduate for a lifetime is gone; basic credentials, by themselves, are not enough to ensure success in the workplace. Today's recipients of diplomas expect to have many jobs and to use a wide range of skills over their working lives. Their parents and grandparents looked to a more stable future - even if in reality it often turned out otherwise. Workers must be equipped not simply with technical know-how, but also with the ability to create, analyze, and transform information and to interact effectively with others. Moreover, learning will increasingly be a lifelong activity."*
>
> *-Alan Greenspan*

BCC provides a myriad of services to our community, including: childcare, early childhood education programs, the BCC radio station and cable television channel, our library as a resource, location of the Puget Sound Regional Archives on our campus, and professional continuing education, among others.

Childcare Center

A new Early Learning, Family, and Childcare Center (ELFCC), a community partnership developed in conjunction with Costco Wholesale, opened in Spring, 2002. Costco contributed significant funds for both construction and operation of this new facility and has enlisted the services of consultants and the general contractor as an "in-kind" gift to the college. BCC contributed the site for the facility, in addition to having obtained a matching fund grant from the state. The capacity of the new center is 190 children. In the 2001-02 year, the Center served 154 families living in 26 local municipalities, including, 63 from Bellevue, 16 from Issaquah, 12 from Renton, 11 from Redmond, and eight from Kirkland. Open Monday through Friday from 6:45 am to 10:15 pm and Saturday from 7 am to 7 pm, the BCC childcare facility serves children 3 months through six years of age. Program fees are determined on a sliding scale, based on a family's income.

BCC operates a site for the federal Head Start program within the ELFCC, serving 24 children in the 2001-02 year. The federal government pays for a 9 am to 3:30 pm program and the BCC program (the only full-day Head Start program in the area) operates from 6:45 am to 5:30 pm, courtesy of a grant from the City of Bellevue. All these families are from our service area and all the parents are current BCC students. To participate in this program, families must qualify for free or reduced lunch, and have family incomes at or below the federal poverty level.

Early Childhood Education

BCC's Early Childhood Education (ECED) program trains childcare workers, preschool teachers, nannies, and those who are going on to become elementary school teachers. BCC's program is unique on the eastside; there are no other programs that grant degrees in ECED. This program offers one and two credit Saturday seminars in Early Childhood Education, taken mainly by practitioners. The cost is $54 for a one credit class and $108 for a two-credit class. BCC also participates in the TEACH[46] program that provides scholarships, release time, and other supports to allow childcare workers or daycare home providers to obtain credits toward a two-year degree in

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[46] TEACH: Teacher Education and Compensation Helps

Early Childhood Education. Completion of the courses is linked with increased compensation and a commitment by the provider to remain in the field for a specified period of time. The ECED program also fills the need for the 20 hours of training required by the Washington State Training and Registry System (STARS) to be a licensed head teacher or home daycare provider. STARS has a goal of increased opportunities for basic and ongoing training for childcare and early education and school-age providers, in order to increase both the quantity and quality of these important workers. After initial training, ten hours of continuing education is required each year and BCC provides that as well.

Staying Ahead of Information Technology Education Needs

Information Technology (IT) remains a major part of the BCC community's economy, despite the general economic downturn and the more specific retrenchment of the Information Technology sector. BCC has been a leader in this area for many years, the most visible evidence of this being the creation of the National Workforce Center for Emerging Technologies (NWCET). This federally supported entity specializes in skill- and competency-based curriculum development and training for students and faculty. The NWCET sponsors workshops for faculty, and develops IT curricula for high school and community and technical college programs. In addition, in order to ensure that the products the NWCET develops and the training they offer is industry-standard and current, the NWCET has numerous strategic, educational, business, and government partners who advise on various issues.

> *"Kevin Higgins spent …. years dabbling in school and volunteer work before he decided it was time for a real job. After an intensive five-month computer course at Bellevue Community College, he landed an unreal job: He works on the computer help desk at the Experience Music Project. "This place is too cool," he says. "It's almost a magic situation."*
>
> *(Quotation courtesy of the Eastside Journal)*

BCC's Continuing Education program is specifically designed to be entrepreneurial and proactive in providing offerings to our community. Recent examples of this include: the Fast Track program for Information Technology employment, an intensive, five-month program, designed for individuals in transition and placing students in jobs with salaries ranging from $32,000 to $74,000; new certification programs in MCSE, MSCD, Oracle, Cisco, A+ Certification, Network+ Certification, iNet+ Certification, and CIW (Certified Internet Webmaster); certificate programs in Technical Editing and Information Design; and a program offering a certificate in Information Technology Project Management.

Radio Station

KBCS (91.3 FM) is a non-commercial, public radio station licensed to Bellevue Community College. The station signed on the air in 1973 as a lab for students in the communication program to practice what they were learning. When the Federal Communications Commission (FCC) ruled that low-power stations such as ours had to expand or go off the air, KBCS began its transformation into a true public radio station with a goal of providing high quality public radio programming for the community. KBCS now broadcasts with 7900 watts of power and reaches the greater Puget Sound area. In any given week, more than 30,000 people tune in to hear music, news and cultural affairs programming; everything from great jazz, folk and world music to national news headlines, poetry, storytelling, and interviews with visiting artists and musicians. Everyone on the air at KBCS is a community volunteer – more than 100 people come to the station each week to host programs and help out with behind the scenes activities. Funding for KBCS is provided by the City of Bellevue, the State of Washington, the Corporation for Public Broadcasting, listener support, local businesses and foundations, and BCC itself. There are currently more than 2,000 people who contribute funds annually to KBCS and are considered KBCS members.

KBCS provides a link between BCC and the community in the following ways:

- KBCS provides a year-round public radio program unduplicated anywhere;
- The KBCS signal is broadcast over the air (91.3 FM) and on several cable services throughout the Puget Sound Region;
- KBCS provides training opportunities in all facets of public radio to interested students and community volunteers;
- KBCS broadcasts at least 24 public service announcements each day for activities at BCC and throughout the region. It also airs regular music and cultural calendars. In addition, the KBCS website (kbcs-fm.org) links our events calendars to a wide variety of community calendars throughout the region;
- KBCS serves as a hiring pool for local, regional, and national broadcast outlets. Many KBCS volunteers have gone on to paying jobs in the broadcast industry.

Television Station

The BCC television station (channel 28 – The College Channel) reaches nearly 340,000 homes in Black Diamond, Kent, Auburn, Kenmore, Bothell, east to North Bend, Bellevue, Redmond, Kirkland, Woodinville, and Issaquah. Primarily showing the College's telecourses, there is also a wide variety of programming, including programs purchased from PBS and other sources. BCC Television Services also produces programs that air on the channel. Examples include an interview show with CEO's from local businesses and a performing arts series featuring performances from the Carlson Theatre. Campus events are frequently taped and aired on the College Channel as well.

Library/Media Center

Our community is welcome to use any of our library or media center resources on site at no charge. Checkout privileges require enrollment. Over 300,000 patrons use our facility annually.

Distance Education

BCC has moved quickly and substantially into distance education. In the 1998-99 year, there were over 4,000 distance education enrollments; in 1999-00 there were over 6,000; in 2000-01, there were over 9,500; and this past year, there were 9,545 distance education enrollments. Since about half of these students come from the BCC service area and three-quarters come from within 10 miles of the College, BCC is providing a much-needed educational option for our service area population, providing them with a choice that does not involve travel and is not time-based. This may result in savings in terms of time to program completion or goal achievement, if the students are able to fit these distance education classes in around other classes, and certainly results in reductions in driving time and fuel expenditures.

Weekend College

BCC launched its weekend college in the 1999-00 academic year, serving over 500 students in 34 courses. In the 2001-02 academic year, this was expanded to include 73 courses, with 992 enrollments. Like distance education, weekend college provides students with another option for attending BCC. We expect that these students will benefit by reduced time to degree or goal completion as they are able to better fit classes into their busy lives.

Puget Sound Regional Archives

The Puget Sound Branch of the Washington State Archives (PSRA) is located in a facility on BCC's campus. A joint venture with the Secretary of State's Office, the Archives occupies the lower level of the N Building, the College's technology center, a structure completed in 1998. The PSRA holds almost 19,000 cubic feet of historical records from local government agencies in King, Kitsap and Pierce County. The PSRA preserves and provides public research access to these records in a state of the art temperature and humidity-controlled environment, handling 5,000 research requests per year. The PSRA's research clients include BCC faculty, staff and students, as well as researchers from the Puget Sound region, the state of Washington, and across the nation. Co-locating with Bellevue Community College has allowed the Puget Sound Branch, Washington State Archives, to streamline and expand services offered to both local government agencies and the general public. PSRA's move to the BCC campus and cooperation with the BCC community has resulted in better protection of and improved public access to the records in PSRA's custody. These improvements mean that members of the local and extended communities can more easily obtain information about historical events, their rights as citizens, and the operation of their government agencies.

Drama Department Assistance to the Community

The BCC Drama Department helps the community find talent for projects that require acting. They have provided a stand-up comic for a rotary club meeting, provided a student to work with at-risk children as part of the Americorps program where they produced a play, provided names of actors to the Renton Civic Theatre, provided students for the Fire Department's disaster exercises, provided students for role-playing exercises with the Seattle Police Department, provided students to be "clams" for a restaurant commercial, and provided students trained in improvisation to assist in the test for Captaincy in the Bellevue Police Department. The chair of the program was frequently consulted in defining the needs for a theatre in the Meydenbauer Convention Center. The Drama Department also provides free advice to people who enroll in the Individual Research course. These individuals are usually doing productions on their own and are provided with considerable assistance beyond the class.

Parent Education

Approximately 1,400 students each quarter enroll in the BCC Parent Education program. This program provides "a quality early-childhood preschool program combined with parent participation and parent education. Parents enroll in one of the following programs: parent/infant; parent/pre-toddler or parent/toddler classes; cooperative preschools; or creative development, discovery and early activities lab."[47]

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[47] BCC 2000-2001 Course Catalog, p. 22

Kids@BCC Summer Program

> "This is the best summer enrichment program my children have participated in. Great staff!! After the first day of class, my kids asked if they could do this again next summer. "
>
> *-Parent of Kids@BCC Program Participant*

For three years, BCC has held an educational summer camp for one week in August. The first year, the BCC Science Division held a one-week summer camp for elementary school students entering the fifth or sixth grade. The program has grown since then to include ages eight to fifteen and offers a wide variety of art, science, music, dance, writing, languages, and many other educational options. The science program this year included Geology, Meterology, Oceanography, Chemistry, Astronomy, Biology, and Botany. Classes are divided into eight to eleven-year old groupings and twelve to fifteen-year old groupings. Individual class costs range from $149 to $225, the higher costs being related to materials and supplies needed for instruction. Students are able to register for a maximum of three classes and the full program consists of an 8:30 AM to 3:30 PM day. The maximum any student would pay for a full-day, one week program would be less than $500 and there is a 10 percent discount offered for additional family members. In August, 2002, 29 students attended Kids @BCC, bringing revenue to the College and providing our local community with additional high-quality summer educational options.

English as a Second Language Program

> *"When I began here, I had to go everywhere with my husband. Now I can talk with my neighbors, get my driver's license, shop, and even take phone messages!"*
>
> *-BCC ESL Student*

In the 2001-02 academic year, BCC offered 48 sections of ESL classes in the Fall (864 students enrolled), 48 in the Winter, (917 students enrolled) and 40 in the Spring (644 students enrolled). With significant increases in the immigrant population in the BCC service area over the past five years, the ESL program makes a very real difference in the lives of people who would otherwise not be able to function in our English-speaking society. Not content to require students to come to the BCC campus to take classes, BCC reached out to the community, offering classes through the City of Bellevue, at Crossroads Shopping Center, and Covenant Shores home for seniors.

Professional Continuing Education

The Radiation Therapy program provides an annual Radiation Therapy Seminar at Bellevue Community College. In addition, a second radiation therapy seminar is offered through our clinical affiliate in Yakima. Between one-third and one-half of the radiation therapists in the state attend each year. The seminar is offered at a nominal charge ($90) and further discounted ($40) for those practitioners who are involved in teaching BCC radiation therapy students.

Education/Services Provided at No Charge

The College provides a number of services at no charge. Following is a sample of those educational and informational services.

- The Radiation Therapy program provides numerous continuing education opportunities at no charge to their participating clinical sites. These opportunities take two forms: one hour lunchtime presentations at the clinical site and a once per year class held at BCC on teaching and supervisory skills in clinical education. Approximately 12 people attend this each year. During a six-hour continuing education seminar, presentations were made covering teaching techniques for clinical personnel, learning theory, and evaluation techniques. In attendance were radiation therapists from Seattle Cancer Care Alliance, Radiation Oncology at Virginia Mason, Olympia Radiology, Providence Medical Center Everett, Overlake Radiation Oncology, and the University Of Washington. Approximately 15 people attended and various topics were covered during the one hour classes. Approximately 20 therapists from our affiliates attended these sessions. All of the classes qualify for continuing education credit by the national credentialing agency for radiation therapy (ARRT).

- French department faculty offer opportunities for former students and community members, fluent in French, to attend the French conversation groups with no enrollment requirement. Normally, during the regular academic year, they meet twice weekly.

- The Career Center offers career planning and job search assistance to our community at no charge for 57 hours per week. The Career Center and the Women's Center served 1,875 job-seekers with one-on-one assistance and classes and workshops. The Center served 2,000 employers last year. The Center also runs a student Internship Program, connecting students who want experiential learning with employers. The Career Center provided workshops on effective resume writing to 60 Boeing employees as well. In February, the Career Center held its third annual job fair, attended by over 500 people.

- The Women's Center/Student Access Center provides free resource advising, helping people to connect with community resources that can meet their needs and offers free workshops, events, and lectures. Last year, College staff presented half-day sessions on career planning and BCC to 60 juniors and seniors from area high schools, at Costco Wholesale Corporation's request. This will be an on-going project. The Women's Center also partnered with the Department of Labor, Women's Bureau, to offer a free forum on finance to over 100 women. Finally, the Women's Center continues to partner with the YWCA to provide free resume writing to community members.

- The BCC Art Gallery, located in the Library, hosts a variety of art exhibits, all of which are open to the general public free of charge.

- The Workfirst program sponsored a traveling art gallery to go to the Spiritwood Manor Boys and Girls Club. Called the BOOKMOBILE, this exhibit recalls the bookmobiles that bring books to isolated or place-bound communities by the offering of art, including a unique collection of books, to an audience that would not otherwise have an opportunity to see such items. Organizers estimate that 45 children, 12 parents, and 20+ non-residents toured the exhibit and remarked that it was a good community-building event.

Provision of Information to the Community

Disability Support Services presents information on BCC programs, departments, and resources on many occasions, either on their own initiative or at an organization's request. This past year, staff from DSS worked with the local Educational Service District and the Bellevue School District, helping staff there to understand what is involved in qualifying for accommodations.

VI. Business and Industry Involvement

> *"The students [in BCC's WorkFirst program] are definitely competitive from a skills standpoint. What I like, and find unique, about BCC's program is that you provide the foundational training, as well as resources and opportunity, for students to take their skills to the next level through your advanced track. That and the business communications pieces are what are lacking in other programs."*
>
> *-Marcie Glenn, Business Operations Manager, Another Source*[48]

Bellevue Community College's involvement with business and industry takes many forms, including: participation of the community on the Advisory Committees of the professional and technical programs, provision of specially-delivered Contract Training, location of a Small Business Development Center at BCC, and participation of BCC faculty and staff on various business and industry organizations and committees.

Advisory Committees for BCC Professional/Technical Programs

Professional/technical programs at community and technical colleges in Washington State are required to have an advisory committee that meets at least twice per year to advise and comment on the program. BCC has over 250 people participating on its various advisory committees. Table VI-1 includes detailed information on each of our professional/technical programs and their advisory committee composition and activities.

Addressing Workforce Shortages

BCC is continually scanning our local community, region, and the state for evidence of the need for trained and educated workers. In the most recent past that has been in the Information Technology area; however, with the downturn in the economy (especially in that sector) the focus has now turned to health sciences where there is a critical shortage of nurses, radiologic technologists, and other healthcare personnel. The BCC Radiologic Technology program has increased the size of its cohort from 30 to 48, in order to help fill this essential demand. The needs are so great, in fact, that medical centers are offering scholarships and signing bonuses to BCC students to attract them. All BCC students from this year's graduating class were placed in Puget Sound positions, many of them at the medical centers that are affiliated with our program.

BCC Students as Interns

An internship provides an important educational and professional experience for students, while providing additional workers to business and industry. In some of the internships, students are paid, while in others they donate their time for the opportunity to gain professional experience. Twice per year, for a ten week period each time, the International Business Professions program provides opportunities for local companies to have unpaid interns who are students from outside the U. S. This is a very valuable experience for our international students and every year about 100 international students participate. This past year, 92 companies had BCC interns from the International Business Professions program.

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[48] Another Source is an employment expediter. They help companies find suitable employees faster than they might on their own.

Table VI-1: Professional/Technical Program Advisory Committee Membership and Activities

Program	# on Advisory Committee	Composition of the Advisory Committee	Contribution to Program
Accounting	11	Accounting Practitioners and Accounting Educators	Advice on content and development of the program
Administration of Criminal Justice	11	Police practitioners	Advice on content and development of the program, provide insight into what is going on in the professional world, insights for students helping them in the job search process, including internships, help keep program aligned for now and the future.
ALDAC	11	Drug and Alcohol Counseling Practitioners	Advice on content and development of the program
AOS	8	AOS Practitioners	Advice on content and development of the program
Diagnostic Ultrasound	9	Hospital Clinical Instructors, Students	Advice on content and development of the program
Early Childhood Education	20	Student, childcare center director, elementary school teacher, ECEAP program director, part-time faculty, BCC daycare director, special projects coordinator, Head Start representative, high school teacher, college-in-the-high school teacher	They know what is going on in the community, what needs there are, and they come to meetings with proposed solutions. This group suggested the portfolio process, now part of the program, that students need experience with different age levels, now a program requirement, started work-based learning program, operational now at BCC and soon at the state.
E-commerce, Gen Bus, Marketing	20	Boeing, Attachmate, Qwest, and others	Advice on content and development of the program
Fire Science	4	Fire Department Personnel	Advice on content and development of the program
IT-Programming	9	Safeco, Pemco, Microsoft, others	Advice on content and development of the program
IT-Technical Support	6	Attachmate, Unisys, Weyerhaeuser, Microsoft, others	Advice on content and development of the program
Interior Design	17	Interior Design Practitioners	Advice on content and development of the program
Media Communication and Technology	33	Media Practitioners and Educators	Advice on content and development of the program
Networking	8	Boeing, Pemco, Safeco, Attachmate, Microsoft, others	Advice on content and development of the program
Nuclear Medicine Technology	16	Hospital Personnel	Advice on content and development of the program
Nursing	12	Hospital staff, long-term care facility staff, higher education faculty	Curriculum change, support of program goals and outcomes, resolve issues related to admission guidelines.
Parent Education	12	Parent Education Practitioners	Advice on content and development of the program
Radiation Therapy	12	Hospital Personnel	Advice on content and development of the program
Radiologic Technology	15	Group Health, Harborview, Overlake, Swedish, Univ. of Wash., Veteran's Administration, Virginia Mason	Curriculum revisions, employment of graduates
Real Estate	10	Real Estate Brokers, Agents, Appraisers	Advice on content and development of the program
Recreation Leadership	9	Parks/Recreation Personnel	Advice on content and development of the program

BCC Business and Professional Training Institute

The BCC Business and Professional Training Institute is designed to respond to the mandate of the local business community. A variety of services are offered to Eastside employers to help keep their workforce competitive, and underwrite regional economic health. The Institute stays current and responsive to local businesses in a variety of ways, including:

- Offerings in every sector of business, such as software, management, language skills, technical communication, time management, team building and project management
- Providing a landmark destination for business learners and professional organizations - the new North Campus building at the juncture of two major Eastside highways
- Highly rated instructors selected for exemplary teaching and real life business experience
- Active advisory and focus groups guiding program development and keeping content current
- Registration and billing designed for ease of entry to businesses
- Training delivered on campus or at the work site
- Pricing in line with BCC's non profit mission

During the 2000-01 academic year, over 220 classes were held in BCC's Business and Professional Training Institute, a 33% increase over the previous year. Over 4,300 people from 135 companies and municipalities were registered, a 50% increase from the prior year. The Eastside Cities' Training Consortium (ECTC) is composed of 31 municipalities partnering with BCC to offer a full slate of business and technology classes to members. The consortium represents approximately 4,400 employees eligible to take classes.

The Institute continually works to strengthen its ties with local employers, and better serve them. Institute staff are active in regional chambers of commerce, venture and hi tech associations. Input from advisory and focus groups brings rapid response and program development. Serving some of the very smallest start ups and the very largest local employers in the span of one year, or even one business quarter, is business as usual for the Institute.

BCC Small Business Development Center

> *"Every day, we serve people who are changing the future of our economy and our region.*
> *-Corey Hansen, Director, BCC SBDC*

The BCC Small Business Development Center (SBDC) provided in-depth management counseling to 77 long-term clients, 85% of whom own existing businesses, in the 2001-02 year. Working with the Center, these clients received investments and loans totaling $1.5 million, created 53 new jobs, and saved 67 jobs that were in jeopardy. The Center also provided brief business counseling to another 1,000 people in the community, the majority of whom were seeking assistance to start a business. Recently, the Center Director heard from one of his clients who he had been working with for two years. This young man reported that his new company had $1 million in profits last year, with projections of $3 to $4 million for this coming year.

Partnerships and Participation of BCC Faculty and Staff in Business and Industry Organizations

It is a priority for BCC employees and programs to be out in our community, providing services and helping to strengthen the educational and economic vitality of our region. BCC's mission statement affirms that we will "meet the changing educational needs of our diverse community" and we will "be a leader and partner in the culture, technology, and business of our Eastside community."[49] Among the organizations in which BCC faculty and staff participate are: the King County Workforce Development Council, including three subcommittees on wage progression and skills gap, worksource systems development, and organizational development; the Bellevue Economic Partnership and the Bellevue Chamber, including a Recruitment and Retention Task Force, which helps with training needs; the Kirkland, Issaquah, Mercer Island Chambers of Commerce; the Greater Seattle Chamber Science and Technology Roundtable, and the University of Washington, Bothell Advisory Board. In addition, the BCC Workfirst program staff are active members in the Business Partner Committee, whose members include the Department of Social and Health Services, Employment Security, Cascadia Community College, and Lake Washington Technical College. This committee's charge is to strengthen relationships with business and industry, assist in skills gap training, provide employment opportunities for Workfirst clients and assist employers in identifying employees to fill high demand, vacant positions. Social service agencies also involved in this effort include Hopelink and Jewish Family Services.

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[49] BCC Mission statement

VII. BCC Enterprises: The Business Side of Higher Education

Major Business and Employers in the City of Bellevue:

*The Boeing Company
*Overlake Hospital
*Puget Sound Energy
*Nordstrom
*US West
*Microsoft
*City of Bellevue
*Bellevue School District
***Bellevue Community College**
*Safeway

(2001 King County Annual Growth Report, p.85)

With an annual budget in excess of $86 million, over 2,500 employees, and over 23,000 students per quarter and over 38,000 students annually, BCC qualifies as a large business enterprise or even as a small municipality. Accordingly, the College provides many services, in order to make the educational experiences of our students and the working environment for our faculty and staff convenient and productive. Among these are: campus stores, which runs an office supplies "store" for the College, stocking frequently used and on-order items, purchased from local providers; the BCC Bookstore, which provides all textbooks and classroom supplies, as well as sundries and personal items for students, faculty, and staff; BCC Food Services, which provides 4,500 meals per day, 22,500 meals per week, and 270,000 per quarter from 6:30 am to 8:50 pm Monday through Friday; BCC Student Union which provides and receives revenue from video games, vending machines, and BCC-owned telephones and ATM machines; and BCC Printing Services, which provides full-service printing at market rate prices for BCC departments, students, and faculty and staff. Table VII-1 contains information on the quantity of goods and services provided by the BCC Enterprises for the 2001-02 academic year. Proceeds generated by BCC Enterprises are invested back into the College to further support student needs.

Table VII-1: BCC Enterprises Sales and Volume of Business, 1998-99

BCC Enterprise	2001-02 Sales	2001-02 Volume
BCC Campus Stores	$381,272	2,518 employees
BCC Bookstore	$4,754,664	104,287 customers 78,444 textbooks sold
BCC Food Services/ Student Union	$1,164,454	900,000+ meals served per year
BCC Printing Services	$1,577,968	13,500,000+ copies

Source: BCC Budget Office, Individual Departments

VIII. Immeasurable Impacts

> *"the Young Scientists' Celebration at Stevenson Elementary [was] one of the most remarkable days we have ever had at the school. It is rare to see the children so excited about learning. We all had a blast! I can't recall seeing the children so engaged….Suffice it to say that everyone got caught up in the spirit of the day – and that is what made it a Celebration we will remember. Science is cool – but only because cool scientists like you make it so!"*
>
> -Mike Olsson, PRISM volunteer
> Stevenson Elementary

There are many intangible activities in which BCC employees and students engage, which cannot really be measured, but are nevertheless important to our community. This section of the report provides a glimpse of the variety and extent of these, so that a more well-rounded picture of institutional contributions can be visualized.

Community Service of BCC Students, Faculty and Staff

- The BCC Holiday Giving Tree is an annual event where BCC student families are sponsored by the College. This past year, the sponsored families were from the WorkFirst program. The parents in the WorkFirst Program are single mothers who are working and attending school in order to provide a better life for their children. The family members submit "wish lists" and they are placed individually on a tree where staff can see the age and gender of the recipient, plus what they asked for. A wide variety of items is given and all wish lists have always been filled, with monetary contributions left over. The monetary value of the donations is in excess of $1,000. Also this past year, the BCC Childcare Center had a need for items that families are unable to supply on a regular basis, such as mittens and changes of clothing, and many items were given by BCC faculty and staff.
- Students from the BCC Nursing program are regularly out in the community. In the 2001-02 year, during the nursing students' Pediatric rotation, they worked with students in the Health Occupations program at Sammamish High School. The focus was judging at the VICA competition held each year for several participating high schools in the state. Nursing students also continued with their observations of growth and development, play, and interaction with others at Childhaven and a paper written about their observations related to growth and development was given to the Health Coordinator of the Childhaven programs. Nursing students continued with health screening for the Head Start Program at the BCC Early Learning and Family Childcare Center. For Nurses Week, two of the sophomore students, along with nursing faculty, were available to answer questions about the nursing program for the employees of Overlake Hospital. This was in conjunction with other coordinated events provided by OHMC to honor nursing
- BCC began a program of service learning in 2001. During the 2001-02 academic year, 339 students participated in over 5,000 hours of service to 54 community agencies. According to the website of the program (http://www.bcc.ctc.edu/servicelearning/html/index.html), "Service learning combines classroom instruction with community service, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning is a mutually beneficial educational program where students can apply classroom-developed skills in a real world; on-campus or off-campus setting with a community based organization. A service learning project is part of a formal academic class and ties-in with

the classroom instruction and learning outcomes for that course. Partners with BCC in service learning this past year include: HopeLink, the City of Bellevue Parks Department, Friends of Youth, Robinswood Pointe Senior Living, and Stevenson Elementary.

- Service Learning students benefit from the opportunity to utilize their problem-solving and decision-making skills in an education related non-classroom environment and the community organization benefits by being able to do a project that they otherwise might not be able to accomplish with the personnel and resources that they have available to them. Instead of focusing primarily on occupational skills such as school-to-work or internship programs, service learning addresses community issues and needs and integrates academic learning with community service projects to develop these broader workplace competencies.
- The benefits of service learning reaches beyond simply providing students with rewarding experiences. It helps students identify how classroom learning applies to the real world and enhances civic responsibility by helping others. It also develops stronger links between schools, institutions, and the community, while providing community agencies with talented, motivated, energetic service participants."
- BCC has provided support for the Expanding Your Horizons program for a number of years. This is a program designed to stimulate interest in science and technology for middle/high school girls. BCC donates the use of our facilities and equipment for two days and administrative and classified staff donate time to the organization and coordination of this program.
- Every other year, BCC scientists join forces with the teachers at Stevenson Elementary School in a "Young Scientists" celebration. On February 13, 2002, a group of BCC scientists did an all-school science assembly to kick off a three-month focus on science. During the February-May period, different faculty members worked with teachers at Stevenson to develop science projects. The focus concluded with an all-day Young Scientists Celebration on May 23rd. About ten faculty members, as well as about ten BCC students, conducted science modules at Stevenson.
- In addition to the "Young Scientists" program, faculty from the Math and Biology departments made periodic visits to classrooms at Stevenson. For several years, three BCC faculty have had the responsibility of selecting the outstanding graduating Eastside high school scientist in *The Eastside Journal's* "Outstanding Class Acts" event.
- Earlier in this report, the monetary contribution of BCC's international students was recognized. Another critical contribution the international students make is toward the cultural diversity, not only of BCC, but of the larger community. The homestay program for the intensive English language course of study places up to 150 students annually with families in the community. While these students pay for their room and board, they also enrich the lives of their host families and are further enriched themselves by being part of a real American family. Well over a thousand Eastside families have participated in homestays and most do it for the cultural experience, even though they receive remuneration. A large number of these host families have visited their international adopted family in their home countries and report marveling at the warm reception they receive and the life -long relationships they make around the world. International students in the classroom reflect the international mix in our surrounding businesses/workplaces, and local American students benefit from International students in the classroom by having the opportunity to learn about other parts of the world from people who live there, increasing understanding of diverse cultures. Long-lasting friendships developed in college reward people's lives and may provide future business relationships.

- The Conversation Partners Program matches students studying foreign languages with international students who speak the language. Sixty to 80 students participate per quarter, and these exchanges of tutoring have led to friendships in which the American students have visited the home countries of their conversation partners and studied and stayed with the families. In addition to this, service learning classes and other activities at BCC use volunteer projects to get the students involved in the community. This past year International students participated in projects for Habitat for Humanity, Starlight Children's Foundation, and Pasado's Safe Haven.
- The Parent Education program stresses not just what happened last year; but what may happen in the future. Many of the parents who participate in this program go on to be PTA leaders, possibly because the leadership component provides training and opportunities to lead that give people experience and self-confidence. When it's time to volunteer for K-12 helping opportunities, often BCC Parent Education program participants are ready to take on these tasks. There are many other benefits to the program as well. Each parent education site tries to give back some form of thanks to its own community, from helping the facility they rent, to helping the poor during Holidays. The program always has a very large gift basket-giving program.

Cooperative Efforts in the Community

Articulation Consortium

Bellevue Community College initiated and has been a member of an Articulation Consortium of school districts and community and technical colleges serving East King County since 1999. The mission of the consortium is to provide a forum for discussion, issues clarification, and problem-solving to improve and enhance access, to insure student success at all levels, and to create a seamless system of student assessment and learning activities, providing a smooth transition from high school to college.

The consortium develops processes to coordinate and to facilitate dual credit/dual enrollment programs, to improve college readiness, enhance articulation options across disciplines, become knowledgeable partners in state high school and graduation reform efforts, and to generally provide more options for students from participating districts in both 2+2+2 and career training options. Over the past two years, baccalaureate representation has been added.

The current membership of the consortium includes: the Bellevue, Issaquah, Lake Washington, Mercer Island, Northshore, Riverview, and Snoqualmie Valley School Districts; Cascadia Community College, Bellevue Community College, Lake Washington Technical College, University of Washington-Bothell, Seattle Pacific University, and City University. The consortium meets twice quarterly and is co-chaired by a school district and college representative.

Cultural Activities

For the past three years, BCC has been one of the co-sponsors of the annual Eastside Nihon Matsuri, a celebratory festival of Japanese culture.

BCC partnered with the Bellevue Art Commission to create artwork for the new BCC Early Learning and Family Childcare Center. This provided an opportunity for our public art students to design and install their own work, thus enabling them to better compete and win public art projects in the future.

City of Bellevue

BCC has partnered with the City of Bellevue since the early 90's with the cable TV channels. In this partnership, BCC and the City share the cost of the equipment needed to keep the College Channel, (Ch. 28) and the City channel (Ch. 21) on the air. BCC also provides the engineering support for both channels with our Media Maintenance department. In addition to this, BCC supplies the personnel for the city to produce programs for the City channel. Students from the Advanced Track Video Production Certificate Program serve as the production staff for all the productions for BCC and the City. The students gain valuable hands-on experience producing professional-quality television programs and the City gets professional-quality programs that benefit all the citizens of Bellevue. As a part of this effort, the City has put a significant amount of money into the production equipment – cameras, editing equipment, etc. – that is used for all the productions for the College and the City. Again, the beneficiaries are the students who have the opportunity to work with high-quality equipment and all the citizens of Bellevue who receive access to professional-quality programming.[50]

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[50] Content from Rick Otte, BCC Director of Television Services

IX. Appendix

Table IX-1: BCC Grants Received, July 1, 2001 through June 30, 2002

Grantor	Purpose	Number of People Served	Award Amount
Apex Foundation	ELFCC - Resource Specialist	350	$50,000
Bellevue Arts Commission	Art Zones	10	$5,000
Bellevue Arts Commission	KBCS - Sustaining/Spirit	70,000	$5,000
Bellevue Arts Commission/Standing Ovation	KBCS - General Support		$3,000
Commuter Challenge Grant	Supplement commuter program	314	$30,000
Dept of Community, Trade and Economic Development	Child Care Facility Fund - submitted on behalf of Costco		$25,000
Dept of ED, CCAMPIS	Child Care Services for low-income clients		$72,248
Dept of ED, Trio	Supplement	200	$24,632
Employment Security	RATEC - operations grant	NA	$12,500
Employment Security	Wired/Wireless Telcommunications - Continuing Ed	50	$174,000
Issaquah, City of	Career Transition Program	1,950	$4,500
King County Housing Authority	contract for services at Spiritwood for computer training	315	$41,319
King County Office of Cultural Resources	Art Zones - Fire Arts Equipment	762	$12,000
King County Office of Cultural Resources	Theatre - ALD and Audio Descriptors	15,358	$5,000
King County Office of Cultural Resources	Fixed Assets - Sound System for Carlson Theatre and KBCS		$10,000
King County Passenger Van	Van for Childcare Center		$5,000
Microsoft	E-Books start up funds	230	$7,500
National Science Foundation	supplemental - cyber security skill standards	National Impact (1,000's of students)	$60,000
National Science Foundation	FaST program in cooperation with Department of Energy	3	$16,000
National Telecommunications and Public Telecommuncations Facilities	KBCS - Antenna		$8,336
Norcliffe Foundation	ELFCC - general		$10,000
SBCTC - Adult Basic Literacy	ESL/ABE Consortia, VTP, ESL-Civics ($7k to be shifted to BCC)	707	$104,119
SBCTC - Best Practices	Best Practices - Innovations for Professional/Technical Report	NA	$10,000
SBCTC - Emergency Set-Aside Funds	student aid for 260 students (consortia w/4 other cc's)	62	$34,631
SBCTC - High Demand	Web Development	225	$96,000
SBCTC - Perkins	Yearly Perkins Grant		$196,839
SBCTC - RATEC	Support for RATEC	NA	$5,000
SBCTC - Tech Prep	Call to Parents	2,000	$80,000
SBCTC - Tech Prep Administration Grant	Yearly administration grant	2,700	$110,000
SBCTC - Worker Retraining	suplemental funds	62	$34,631
SBCTC - Workfirst	Redesign	1,045	$109,350
SBCTC - Workfirst	Pre-Employment Office Tech	90	$188,870
SBCTC - Workfirst	Pre-Employment ESL	90	$197,296
SBCTC - Workfirst	Work Study	10	$68,641
SBCTC - Workfirst	Tuition Assistance	135	$122,477
SBCTC - Workfirst	Workplace Basic, McDonalds	15	$25,000

Table IX-1: BCC Grants Received, July 1, 2001 through June 30, 2002

Grantor	Purpose	Number of People Served	Award Amount
SBCTC - Workforce	Base Allocation	NA	$29,700
SBCTC - Workplace Basics	Covenant	15	$29,144
SBCTC - Workplace Basics	Crossroads	15	$29,778
SBCTC -Worker Retraining Program Redesign	Yearly Application	678	$1,140,930
Soloman Smith & Barney	ELFCC		$7,000
Washington Campus Compact	Americorp staff for Serve, Learn, Lead Campus Connections	339	$11,399
Washington State Library, Library Services and Technology Act	increased diversity services and audiences for BCC library and community partner links	300,910	$50,000
WDC - Washington Development Council	Software Tester for Incumbent Workers, Continuing Ed	35	$146,848
WDC - Washington Development Council - SnoNet (Central Puget Sound) Skills Gap Consortia	RATEC operations - subcontract to continue identification and dissemination of IT skills, articulation, etc.	NA	$80,000
Workforce Training and Education Coordination Board	SKILLS Project (Securing Secure Leadership for Learning Skills) for RATEC (BCC fiscal) - validation and piloting of prior learning assessment for IT and skills gap analysis	NA	$120,000
Total		**398,675**	**$3,608,687**

Source: BCC Grants Office

Table IX-2: BCC Educational Services Sites, 2001-02

1. American Legion Hall, 38625 SE River St., Snoqualmie WA 98065
2. Arena Sports Indoor Soccer Facility; 9040 Willows Rd, Redmond
3. Ballet Arts Center; 204 100th NE, Bellevue
4. BCC Cont Ed Computer Center; 13555 Bel-Red Rd, Bellevue
5. Bellevue Christian Church, 10808 SE 28th, Bellevue WA 98004
6. Bellevue Regional Library; 1111 110th Ave NE, Bellevue
7. Bellevue-Overlake, Church of the Resurrection, 15220 Main Street, Bellevue WA 98007
8. Center for Dance Issaquah; 485 Front N, Issaquah
9. Central Washington's Cancer Center
10. Chief Kanim Middle School; 32627 SE Redmond Rd, Fall City
11. Childhaven
12. Children's Hospital Regional Medical Center
13. City of Redmond Parks Dept, Anderson Park, Fullard House; 7802 168th Ave NE, Redmond
14. Community Center of Mercer Views; 8236 SE 24th, Mercer Island
15. Community Church of Issaquah, 205 Mountain Park Blvd. SW, Issaquah WA 98027
16. Congregational Church of Mercer Island, 4545 Island Crest Way, Mercer Island WA 98040
17. Eastgate Congregational Church, 15401 SE Newport Way, Bellevue WA 98006
18. Evergreen Hospital Medical Center
19. Factoria Center- Continuing Education Building S; 12400 SE 38th St, Bellevue
20. Factoria Center- Continuing Education Building T; 12400 SE 38th St, Bellevue
21. Fairfax Hospital
22. Five Star Dance & Fitness Club; 15612 SE 128th St, Renton
23. Group Health Eastside
24. Harborview Medical Center
25. Hopelink; 14812 Main St., Bellevue
26. Interlake High School, 16245 NE 24th St., Bellevue WA 98008
27. Interlake High School; 16245 NE 24th St, Bellevue
28. Keiro Long Term Care
29. Kindering Care, Bellevue
30. Kirkland Arts Center; 620 Market St, Kirkland
31. Kline Galland Home
32. Marenakos Rock Center; 30250 SE High Pt Wy, Issaquah
33. Mercer Island Boys' and Girls' Club, 2825 W. Mercer Way, Mercer Island WA 98040
34. Meydenbauer Center; 11100 NE 6th St, Bellevue
35. Minor and James medical Clinic
36. Mount Si High School; 8651 Meadowbrook Way SE, Snoqualmie
37. Mount Si Senior Center; 411 Main Ave S, North Bend
38. Newport High School, 4333 - 128th Ave. SE, Bellevue WA 98006
39. North Bend Elementary; 400 E 3rd St, North Bend
40. North Puget Oncology/Affiliate Health Services
41. Northwest Tumor Institute
42. Opestad Elementary; 1345 Stilson Ave SE, North Bend
43. Olympia Radiological Associates, Ltd.
44. Overlake Hospital Medical Center
45. Pine Lake Community Club, 212 SE 20th, Sammamish WA 98075
46. Pine Lake Community Club; 21333 SE 20th, Issaquah

47. Pine Lake Covenant Church, 1715 - 228th SE, Sammamish WA 98075
48. Preston Community Center, 8625 - 310th Ave. SE, Preston WA 98050
49. Pro Sports Club; 4455 148th Ave NE, Bellevue
50. Providence Marianwood Long Term Care
51. Providence Medical Center
52. Puget Sound Health Care System/Seattle (VA)
53. Puget Sound Tumor Institute
54. Radiance Healing Center; 55 1st Pl NW, Issaquah
55. Rain City Fencing Center; 12368 Northup Wy, Bellevue
56. Redeemer Lutheran Church, 6001 Island Crest Way, Mercer Island WA 98040
57. Redmond High School; 17272 NE 104th St, Redmond
58. Rhythms Studio; 2273 140th Ave. NE, Bellevue
59. Robinswood Barn, 2432 - 148th Ave. SE, Bellevue WA 98007
60. Sacred Heart Medical center
61. Sammamish Club; 2115 NW Poplar Way, Issaquah
62. Sammamish High School; 100 140th Ave SE, Bellevue
63. Seattle Design Center; 5701 6th Ave SE, Seattle
64. Seattle Lighting; 12812 Bel-Red Rd, Bellevue
65. Selden's Home Furnishings; 1802 62nd Ave E, Tacoma
66. Snoqualmie Center of Performing Arts; 38601 SE King St, Snoqualmie
67. Snoqualmie Middle School; 9200 Railroad Ave SE, Snoqualmie
68. Snoqualmie Valley Museum; 320 North Bend Blvd S, North Bend
69. St. mary Regional Cancer Center
70. St. Peter's United Methodist Church, 17222 NE 8th St., Bellevue WA 98008
71. St. John's Medical Center
72. Stonehouse Bookstore; 12602 NE 8th St., Kirkland
73. Swedish Hospital Tumor Institute
74. Swedish Medical Center/Ballard
75. Swedish Medical Center
76. Tacoma Radiation Center
77. The Dance Academy of Bellevue; 721 112th NE, Bellevue
78. The Garden Club Retirement Residence, 13350 SE 26th, Bellevue
79. The International School; 445 128th Ave SE, Bellevue
80. Tolt Congregational Church - "Pilgrim House", Highway 203, Carnation WA 98014
81. Tyee Middle School; 136030 SE Allen Rd, Bellevue
82. University of Washington Medical Center
83. Valley Christian Assembly 32725 SE 42nd St. Fall City
84. Valley Medical Center
85. Valley Radiation Oncology Center
86. Vertical World; 15036 NE 95th, Redmond
87. Veteran's Administration Medical Center
88. Virginia Mason Medical Center
89. Washoe Medical Center

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